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ABSTRACT

Project ENABEL (Extern Network of Adult Basic Education Leaders) was launched as a pilot project to: (1) analyze the essential character of the Adult Basic Education (ABE) problem, (2) identify individuals and institutions whose functions are critically related to the ABE problem, (3) identify personal qualities and professional competencies required of individuals, (4) resolve the question of the appropriate role of the university, and (5) conceptualize a systematic scheme for appropriately relating the university to ABE programs. Each state extern was invited during a summer workshop to develop a plan for improving his own performance and/or the operation of his own local program in ABE. Project staff members visited the home school of each extern for consultation at least once during the project. Interns, other staff members, and selected externs solicited and honored requests for consultation and in-service training from schools not otherwise involved in the network. Conclusions indicate that most participants in the program benefited positively with respect to understanding ABE students, their problems and needs, and the cultural differences between adult education and childhood education. (CK)

ENABEL

EXTERN SIC EDUCATION LEADERS 1970-1971

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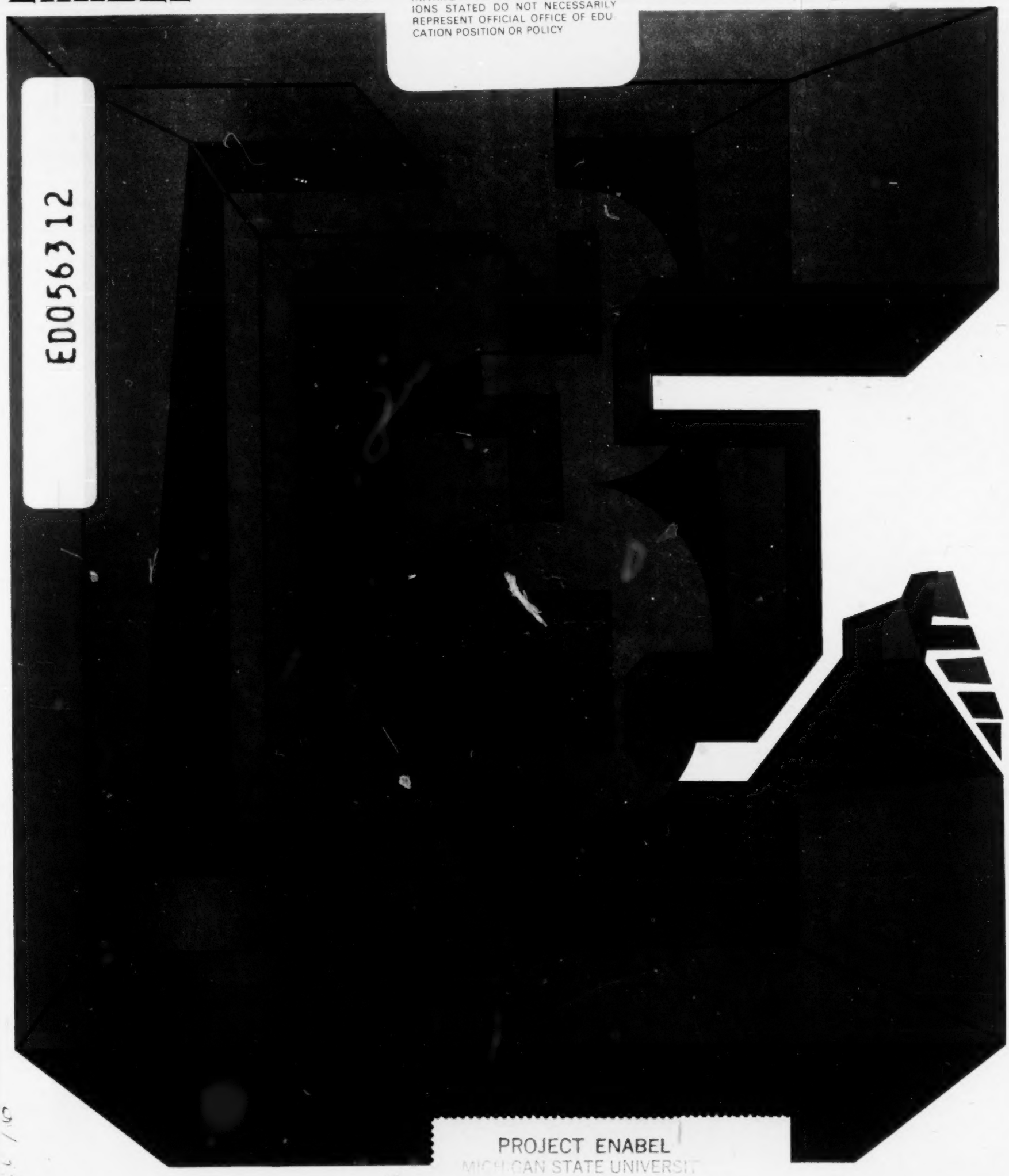

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ED056312

Report

Project ENABEL
Extern Network of Adult Basic Education Leaders
1970 - 71
USOE Region V

Conducted by

Graduate Studies in Continuing Education
Department of Administration and Higher Education
Michigan State University
East Lansing, Michigan 48823

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PREFACE AND ACKNOWLEDGEMENTS

This is a report of one year's effort in the five Great Lakes states, USOE Region V, to enlist teachers, counselors, administrators and aides in local communities with administrative, funding, educational and service agencies at state and federal levels in a coordinated effort to increase and improve adult basic education. It attempts to display, in orderly form, the rationale and operation of the Extern Network of Adult Basic Education Leaders (ENABEL).

The network has depended heavily upon the faith and support of literally hundreds of ABE workers. Chief among these workers are the project and regional program officers of the United States Office of Education, state directors of ABE in each of the five states, administrators and faculty members of twenty-four colleges and universities and nearly two hundred schools, and more than two thousand teachers, counselors, directors, and aides who as individuals or in teams became actively and persistently involved as state, area or local "externs".

Special and individual acknowledgement must be recorded for the ten graduate student interns who, while pursuing their own advanced study and research tasks, have comprised the central organizing and animating staff for the entire network. Their dedication, enthusiasm and faithful performance have permeated the entire system, contributed to greatly increased commitment and cooperation among ABE workers, and significantly advanced both quantity and quality of adult basic education in the areas they have served. Their work, it must be noted, has been supported by two exceptionally loyal and efficient secretaries, Mrs. Rosmond Horton and Mrs. Sandra Loiselle.

Mrs. Selma Finney and Miss Jessie Sibilsky have contributed especially to an expanding knowledge of materials and methods of instruction and have provided leadership for area and local extern study in the populous Metropolitan Detroit and Southeastern Michigan areas. Miss Rita Costick (who became Mrs. Don Costick-Ward) has drawn upon her deep concern, artistic talent, teaching experience and empathic ability to enrich the total network and to give special leadership in Western Michigan.

Ronald Clayton, ABE teacher-administrator from Chicago, and Ralph Rogers, teacher-administrator from New York (who, unfortunately has been available only part of the year), have contributed special insights into inner city life and the role of ABE there. Ronald Clayton has coordinated very extensive planning and program activities of ENABEL in Illinois and Ralph Rogers has served during his part-year as area coordinator for Northeastern Michigan. Charles Sayre has served with real distinction as consultant in ABE program administration and as program coordinator for both Indiana and Ohio. John Ostrom has come to be "father" among interns and state externs, has directed an important and greatly enlarged emphasis upon counseling in ABE and, from his work place in Ironwood, coordinated ENABEL activities in Wisconsin and Upper Michigan.

As aide to the director David Boggs has earned deep gratitude for his efficiency and faithfulness; and Damodaran Nair has greatly expanded his contributions as editor and general assistant at "home base". Finally, Lloyd Korhonen, as associate director, has inspired and coordinated the best efforts of all of us, stimulated and facilitated the beginnings of research, negotiated the fiscal mazes, substituted and supported in area programs, relieved tensions or increased them as circumstances required, coordinated the preparation of this report, and generally contributed both skillful and faithful leadership throughout twelve very full months.

Each of these 10 interns, 104 state externs, 5 state directors of ABE and their colleagues, 2 USOE representatives, more than 2000 other ABE workers across 5 states, and faculty and administrator colleagues at Michigan State University and 23 other colleges and universities, have invested their faith and their various and varied contributions toward the activation, during 1970-71, of an Extern Network of Adult Basic Education Leaders whose shared mission is to understand and deal with the multiple learning problems of educationally handicapped adults.

Russell J. Kleis
Director

TABLE OF CONTENTS

Acknowledgements v

Program Staff viii

Advisory Committee ix

Part I: Illiteracy and Educationally Disadvantaged 1

Part II: Development and Funding of the Plan 8

Part III: Problems, Purposes and Participants 15

A. The Training Problem 16

B. Purposes 19

C. Network Participants 19

D. Central Staff 21

E. State Externs 23

F. Local Externs 24

G. Adaptability to State Needs and Plans 24

Part IV: Training Activities 26

A. Intern Clinic 27

B. Summer Workshop 28

C. Area Institutes 30

D. Local Consultation and Staff Training 37

E. Advantages 38

Part V: State Extern Networks 40

A. Illinois 41
1. Area Externs 45

B. Indiana 50
1. Area Externs 52

C. Michigan 54
1. Area Externs 59

D. Ohio 74
1. Area Externs 77

E. Wisconsin 81
1. Area Externs 83

Part VI: Demographic Data and Evaluation of ENABEL Experience 84

A. Demographic Characteristics 85

B. Extern Experience Evaluation 88

Part VII: Definition of Terms 91

Part VIII: Appendix 95

A. Summer Workshop Schedule 96

B. Extern Response Questionnaire 106

C. ENABEL Newsletter 111

D. Institutions Which Have Provided Facilities or Staff for ENABEL Workshops 114

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Part I

ILLITERACY AND THE EDUCATIONALLY DISADVANTAGED

ILLITERACY AND THE EDUCATIONALLY DISADVANTAGED

Continuing Education in the United States is, at least potentially, a systematic enterprise. It involves among others, public and private schools, religious institutions, trade unions, industry, voluntary associations, social agencies, community colleges, universities, and numerous departments of state and national governments. Probably no other sector of the continuing education enterprise more appropriately involves nearly every one of these institutions than does adult basic education, and yet it is but newly acknowledged by most of them. A few thoughtful leaders have long proclaimed its importance; a few laws, enacted in this country over more than a century, have provided for education of "native illiterates and the foreign-born"; through several generations lonely pioneers have labored for its recognition; but "adult literacy" or "fundamental education" has historically been a very minor sector of continuing education. Abruptly, literally within a decade, it has risen to present unprecedented demands to professional educators and the entire continuing education community.

Its forebears are old and respected programs, though hardly historical giants. They include more than a century of Americanization classes for the foreign-born, a quarter century of freedmen schools for emancipated Negroes, literacy campaigns on this and other continents over nearly two centuries, night schools and Sunday Schools for youth and adults whose work in industry or mines precluded "regular" schooling, sporadic schooling for paupers or prisoners, and a Congressionally chartered Board for Fundamental Education.

These were simple programs, clear and humanitarian in their purposes, laudable in the dedication and sentiment of their advocates, demanding little of society and yielding much in satisfaction and sometimes in success to those who participated in them. The public has usually permitted, sparingly supported and rarely promoted them. In the case of freedman schools even permission was shortly withdrawn; and it was often grudgingly given in industrial towns to night schools and Sunday Schools.

The latest generation of forebears flourished briefly in the United States in the 30's. In CCC camps, TVA communities and assorted WPA projects under the Federal Emergency Relief Administration of "New Deal" days, out-of-school youth and economically disadvantaged adults went back to school. Teachers taught classes; youth and adults attended them; both were paid; and the payments streamed through the dollar circulating system. But economic recovery came; political reaction set in; war intervened; and unparalleled prosperity relegated public support for adult basic education and many similar domestic social efforts to extremely low rank in political and professional priority systems.

Adult elementary education lay almost dormant until the decade of the 60's when "war" was declared on poverty and undereducation. Rediscovery of the social and economic plight of our nation's poor resulted in the allocation of new resources for the resolution of a multitude of problems of the economically and educationally "disadvantaged." First through the Economic Opportunity Act of 1964, and later through the Adult Education Act of 1966 (Title III, ESEA as amended) the United States committed itself to a national effort in support of adult basic education.

The problem of illiteracy in the world is one of massive proportions. It is estimated that of the 1,881,880,000 people that comprise the world's adult population, over 39% or 740,000,000 persons are unable to read or write

at the most minimal level.[1] It is further estimated that over 60% of the world's adult population can be considered functionally illiterate, that is, unable to perform normally and responsibly in a modern complex society.

The problem in the United States is surprisingly serious. According to the U. S. Bureau of the Census, almost 24,000,000 persons 18 years of age and older, have had less than 8 years of schooling and can be considered functionally illiterate.[2] Then there are the completely illiterate - those unable to read or write a simple message in English or any other language. The Census Bureau estimates that slightly more than 3,000,000 Americans, 14 years or older are in this category. These cursory statistics understate the problem. Many studies reveal that years of school completed are far higher than actual achievement levels. Actual performance levels in reading and elementary arithmetic are likely to range from one to five years below the highest grade attained in school.

In the State of Michigan:

> There are just over 5 million adults who are eighteen years of age and older and whose principal occupation is other than that of student.
>
> Two million of these adults never attended high school.
>
> One million entered high school but dropped out before graduation.
>
> Three-quarters of a million have completed one year of schooling or less.
>
> One hundred thousand are migrants, many of whom speak little or no English and have little or no basic education.

---

[1] UNESCO Statistical Yearbook, 1969.

[2] United States Census Report, 1960, U. S. Government Printing Office.

Against these dismal data Michigan's most recent year of "progress" in adult remedial education yielded:

1. nearly 5,500 adult high school graduates;
2. approximately 6,000 out-of-school youth and adults who passed the General Education Development Examination and received high school equivalency certificates;
3. fewer than 14,000 enrolled in adult basic education programs;
4. more than 30,000 youths added to the drop-out pool.

While our ABE accomplishments represent a threefold increase since 1964, their sum does not yet match our annual production of high school drop-outs.

But these statistics, staggering as they are, ignore the more human aspects of the problem in our complex contemporary world. The psychological and social implications of illiterarcy and poverty reach deep into the soul of many individuals, beleaguered as they are by a multitude of immediate pressures. Forty to fifty million people in the United States are becoming increasingly invisible.[3] Educational and economic deprivation involve psychological implications which statistics cannot indicate.

"Low aspirations, family instability, illegitimacy, unemployment, crime, drug addiction and alcoholism, frequent illness, and early death"[4] very commonly accompany poor education; and they comprise aspects of the problem which often go unrecognized. The educationally disadvantaged often are more concerned with the present, immediate needs of securing food for the next meal, or figuring out a way to get shoes for the children, than they are for longer term educational goals. They are forced to consider immediate problems, and often forego any long term achievements or aspirations for what they consider an impossible goal.

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3. Dwight MacDonald, Our Invisible Poor, Sidney Hillman Foundation No. 23, pp. 8-9.
4. Kenneth Clark, Dark Ghetto, Harper & Rowe, 1965: New York, p. 23.

In a society which expects its people to read and write reasonably well, one who lacks this ability and the earning power that usually goes with it, is subjected to a keen sense of personal failure and inadequacy. This lack of self-regard is often damaging to his whole personality and may make of him a very different person.

> Emotional upset is one of the many forms of the vicious cycle of impoverishment. The structure of society is hostile to these people. The poor and undereducated tend to become pessimistic and depressed; they seek immediate gratification instead of saving; they act out. Once this mood, this unarticulated philosophy, becomes a fact, society can change, the recession can end, but there is no motive for movement. The depression has become internalized. This results in what the middle class sees as "lazy people who just don't want to get ahead." These people who are too sensitive to demand that cripples get up and run, ask the poor to get up and act just like everyone else. The poor are not like everyone else . . . they think and feel differently . . . they look upon a different America than do the middle class.[5]

Perhaps the most socially significant aspect of the twin handicaps of educational disadvantage and poverty is its increasing invisibility and increasing isolation.

> The poor are increasingly slipping out of the very experience and consciousness of the nation. If the middle class never did like ugliness and poverty, it was at least aware of them. "Across the tracks" was not a very long way to go . . . . Now the American city has been transformed. The poor still inhabit the miserable housing in the central area, but they are increasingly isolated from contact with, or sight of, anybody else . . . . Living out in the suburbs, it is easy to assume that ours is, indeed, an affluent society . . . .
>
> Clothes make the poor invisible too: America has the best-dressed poverty the world has ever known . . . .
>
> Many of the poor are the wrong age to be seen. A good number of them are sixty-five years of age or better; an even larger number are under eighteen . . . .

---

5. Harrington, Michael, The Other America: Poverty in the United States, McMillan, New York, 1962, p. 8.

> And finally, the poor are politically invisible . . . . They are without lobbies of their own; they put forward no legislative program. As a group, they are atomized. They have no face; they have no voice . . . . Only the social agencies have a really direct involvement with the other America, and they are without any great political power . . . .[6]

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[6]Harrington, Michael, op. cit., p. 8.

Part II

DEVELOPMENT AND FUNDING

OF THE PLAN

DEVELOPMENT AND FUNDING OF THE PLAN

Michigan State University, through its College of Education and Continuing Education Service undertook to develop and conduct a region-wide in-service training program for directors, counselors, and teachers in public school adult basic education programs with special concentration in Michigan and with active involvement of similar ABE workers from the other states of Region V. The university requested and was awarded a grant of $142,000 from the United States Office of Education. It also requested and was awarded two supplementary grants, one from the Michigan Department of Education ($30,000) and the other from the Office of Superintendent of Public Instruction in Illinois ($6,000). The funds have been used to expand staff and resources and undertake, in cooperation with State Departments of Education and selected universities, community colleges and local schools, to increase and improve adult basic education for disadvantaged adults and out-of-school youth.

In late 1963, the Michigan Department of Education (MDE), through Dr. Donald Butcher, Coordinator of Adult Education and Community Services, had requested the university's Office of Graduate Studies in Continuing Education to design and conduct an in-service training program for directors, counselors, and teachers in public school adult basic education programs in Michigan. The Department had acknowledged that very few public school workers were prepared to deal effectively with the unique and complex problems they confronted in seeking to reach and serve disadvantaged adults; it had noted that adult basic education was accorded very little of professional commitment, status, or support; and it had observed that previous in-service training programs had not been sufficiently comprehensive, that they had not reached sufficient numbers of ABE workers, and that they had not provided follow-through to relate training to problems as they evolved.

In response, Project ENABEL (Extern Network of Adult Basic Education Leaders) was designed and proposed. With severely restricted available funding and excellent cooperation of many agencies the project was launched in July, 1969, to attack the problems which had been identified. That preliminary project involved the following as principal personnel components:

1. A nuclear initiating-planning-coordinating team of ten:
   a. the project director (Director of Graduate Studies in Continuing Education),
   b. an associate director and three staff associates (all advanced graduate student interns with experience in ABE),
   c. a graduate assistant (a doctoral candidate with experience in administration of university extension),
   d. three consultants of the Michigan Department of Education (each responsible for liaison with public school ABE programs in a third of the state),
   e. a project secretary.
2. A cadre of 72 "state externs" (teachers, counselors, and directors selected in teams representing school or regional ABE programs throughout the state).
3. A "regional extern" group in each of the six regions of the state (teachers, counselors, and directors in public school ABE). Group membership ranged from 22 to 85 and constituted an aggregate of 346.
4. Staff teams in approximately 80 schools who received visitation, consultation, and/or training assistance from ENABEL staff members.
5. A faculty of 36 invited members from 14 institutions. Contributions ranged from a single consultation to an instruction series equivalent to a graduate course.

Dr. Richard Barnhart, Acting Coordinator after Dr. Butcher's leaving the Michigan Department of Education, requested that MSU expand and continue Project ENABEL in 1970-71. ABE directors from Illinois, Indiana, Ohio, Minnesota, and Wisconsin later declared their desire and intent to participate. The following steps led to the expanded plan and to its subsequent approval and funding as a cooperative region-wide project:

1. An initial proposal dated November 14, 1969, proposed continuing and expanding ENABEL in Michigan.
2. A letter dated February 19, 1970, signed by Grant Venn, announced approval for negotiation of Proposal Number: 1-323-1018(T), titled "In-Service Training for Teachers, Administrators, and Counselors in Adult Basic Education in Michigan."
3. A telephone call on April 1, 1970, from Miss Jean Hinsley reported that the approved funding level was $26,800 less than the amount requested and that funding was contingent upon serving all states in Region V.
4. Consultations were undertaken with university officials, colleagues in the Michigan Department of Education, selected representatives of other state departments of education and Mr. Eldon Schultz, Regional Program Officer in Chicago.
5. An informal meeting of Region V state directors in attendance at the Florida State University Institute was held on April 8 in Talahassee. Descriptive statements were supplied by mail and both Mr. John Griffin and Mr. Paul Delker attended the meeting at least briefly. The report from that meeting included the strong recommendation that ENABEL be continued in Michigan as a strong pilot program with provision as possible for other states to observe and, perhaps, participate.

6. On April 10 the full ABE staff of the Michigan Department of Education met with the project director to evaluate the first year and suggest modification for a second year of ENABEL. They suggested that 80 "state externs" be recruited and trained and that the regional effort within the state should be expanded.

7. Two new proposals were developed and submitted on April 20. One amended the original proposal in conformity with the approved funding limitation to serve 64 state externs; the other requested a supplemental grant to serve an additional 64 state externs from Region V at large.

8. At a meeting on April 29 in Washington attended by Miss Jean Hinsley, Mr. John Griffin, Mr. Paul Delker and Professor Russell Kleis, it was proposed that the 64 training slots available under the approved funding be divided equally, 32 to be allotted to Michigan and 32 allotted to other Region V States. The requested supplemental grant was not approved since funds were not then available.

9. Dr. Richard Barnhart was immediately contacted and he, in turn, consulted with his staff and business office.

10. In meetings on May 7 and 12 intensive discussions were held between MDE and MSU representatives and a general agreement reached to continue ENABEL in Michigan with funding provided in part from Michigan ABE training funds (for 30 state externs and 3 interns) and in part from the USOE grant to the University (which provided for 32 state externs from Michigan and 32 for other states of the region in addition to 6 interns) and in part from an unexpended balance from 1969-70 operation.

11. At a meeting near Chicago O'Hare Airport on May 21, attended by Miss Jean Hinsley, Mr. Eldon Schultz, Mr. J. Clark Esarey and Mr. Keith Lape of Illinois, Miss Charlotte Martin and Mr. Thorston Horton of Wisconsin

and Mr. Joe Bryant of Indiana:

a. The question of how Indiana, Illinois, Ohio, Wisconsin, and Minnesota should become involved was discussed;

b. The three represented states requested and MSU agreed to make available "state extern" training positions;

c. Requests for training positions were entered for all states except Michigan:

Illinois	-	15 - 16
Indiana	-	6 - 8
Ohio	-	8 - 10
Minnesota	-	4
Wisconsin	-	6 - 8

d. It appeared that all training requests could be honored and Michigan, by supplementing her quota as already planned, might be assured of 64 "state extern" positions.

12. Telephone consultations on May 25 confirmed that Mr. Miller of Ohio and Mr. Mueller of Minnesota wished for their states to participate.

13. On the basis of these dozen developments, an amended proposal was submitted on May 28, 1970.

14. At negotiation session and subsequent meeting with Mr. Delker on June 11, 1970, the USOE funding level was established at $142,000.

15. Subsequently the Michigan Department of Education contracted to provide a supplemental grant of $30,000 and the Illinois Office of Superintendent of Public Instruction contracted to provide a supplemental grant of $6,000.

Thus, funding in the amount of $178,000 was made available for the region-wide year-long project. That funding has enabled the development within one year, of a network of more than 2500 persons consciously and enthusiastically

linked in an effort to increase and improve adult basic education in 5 states: Illinois, Indiana, Michigan, Ohio and Wisconsin.

Part III

PROBLEMS, PURPOSES,

AND PARTICIPANTS

PROBLEMS, PURPOSES, AND PARTICIPANTS

It was in the struggle at Michigan State University to arrive at mission and goals that ENABEL departed in its character and structure from previous ABE training efforts. Five major tasks were undertaken:

1. to analyze and describe the adult basic education problem in terms of its locus, scope, and essential character;

2. to identify individuals and institutions whose present or potential functions are critically related to the ABE problem;

3. to identify personal qualities and professional competencies required of individuals,--and structures, functions and relationships required within and among institutions in order for the ABE problem to be effectively addressed;

4. to resolve the question of the appropriate role of this land-grant university and more specifically of its program of graduate studies in continuing education, with respect to the ABE problem, and

5. to conceptualize a systematic scheme for appropriately relating the university to those other individuals and institutions to the end that required qualities, competencies, structures, functions and relationships might be enhanced and the ABE problem effectively attacked.

The Training Problem

Assessment of the essential character of the problem in terms of what is currently known about adult learning, the educationally disadvantaged adult, and the roles of mentors and institutions in ABE led to a basic presupposition that the fundamental problems in ABE are not simply the technical problems of teaching reading and related skills but the enabling of undereducated, dependent, self-deprecating, unemployed or underemployed citizens to become literate, less dependent, more self-respecting, more appropriately employed, and more fully participating members of the communities in which they live. Since it deals with persons who carry or should carry adult responsibilities, it is concerned not only with preparation for life, but with the present realities of coping with life.

It is concerned with what adults know, what they feel, and what they do. It involves three functions:

<u>instruction</u> to enable growth in needed knowledge and skill with respect to vocation, market place, communication, mathematics, physical and mental health, government, basic physical and social science, the humanities, and human relations;

<u>counseling</u> to enable enhancement of self-confidence and self-esteem, awareness of learning needs and opportunities, establishment and movement on a career ladder, clarification of alternatives, increased rationality in decision-making, correction of erroneous conceptions, and reasonable reconciliation of belief and practice; and

<u>community relations</u> to enable engagement with needed health and welfare services, placement in appropriate jobs, access to legal protection and justice, contributions to community well-being, and interaction with significant others as effective and self-respecting persons.

We hypothesize from presently available evidence that attending to one of these functions and leaving others unattended may be unproductive or even counterproductive. A primary problem in pre-service and in-service training for ABE workers, then, is to deal with the multi-dimensional character of the ABE task. ABE workers must be prepared to act singly or as closely coordinated teams to help the disadvantaged youth or adult achieve integrated development as an individual and as a contributing and participating community member. Training and consultation should proceed from the assumptions that:

1. Each ABE worker must be concerned with the knowing, feeling, and doing of the adult students with whom he works.

2. Skills in reading, writing, speaking, calculating, buying, voting, and performing a particular job are essential, but not sufficient outcomes.
3. Counseling is an essential and continuing component.
4. Resolution of health, family, employment, or legal problems is often both a prerequisite and a vehicle for effective learning.
5. Securing a job must be followed closely by assistance in developing the requisite skills, attitudes, and relationships--and by preparation for advancement to new levels of job performance and satisfaction.
6. A feeling of confidence and worth must be established, and can only be sustained as the adult student is enabled to make significant contributions to his own, his family's, his group's or his community's welfare.
7. Adult basic education should be focused upon evolving needs which are not always evident except through close observation and communication, --probably best accomplished through individual and/or group counseling.
8. Special and major efforts are required to reach those who most need adult basic education, and close cooperation among teachers, counselors, and supervisors are required to retain and serve them.

A second problem in training ABE workers arises from the fact that adult basic education involves clinical application of theory and principle. ABE presents situations which are complex, widely varied, and often obscure. No training program can possibly anticipate the wide range of working situations and prescribe the particular practice required for each, nor can it equip the new ABE worker, professionally prepared for different work, with all needed ABE theory and principle. The result is that pre-service training is necessarily generalized and may inadvertently turn out to be misleading. A systematic

arrangement for following training with continuing consultation among ABE workers and with trainers and researchers is very much needed. It should facilitate a professional as opposed to a "cook book" approach to practice situations. It should also enable much needed increase in our understanding of the ABE task.

Purposes

Based upon this perception of the mission of ABE and the problems it poses for training of professional workers, the proposed training project was designed as a region-wide network of ABE and related workers within which these purposes might be effectively served:

1. Expand awareness of the significance of ABE.
2. Develop bases for gaining fuller understanding of the disadvantaged.
3. Increase technical competence of teachers, counselors, and administrators.
4. Provide training and consultation throughout the operating year.
5. Influence other ABE workers not directly involved in the project.
6. More effectively relate field practice and university study in ABE.
7. Serve as a model for state or area programs of professional and in-service training.

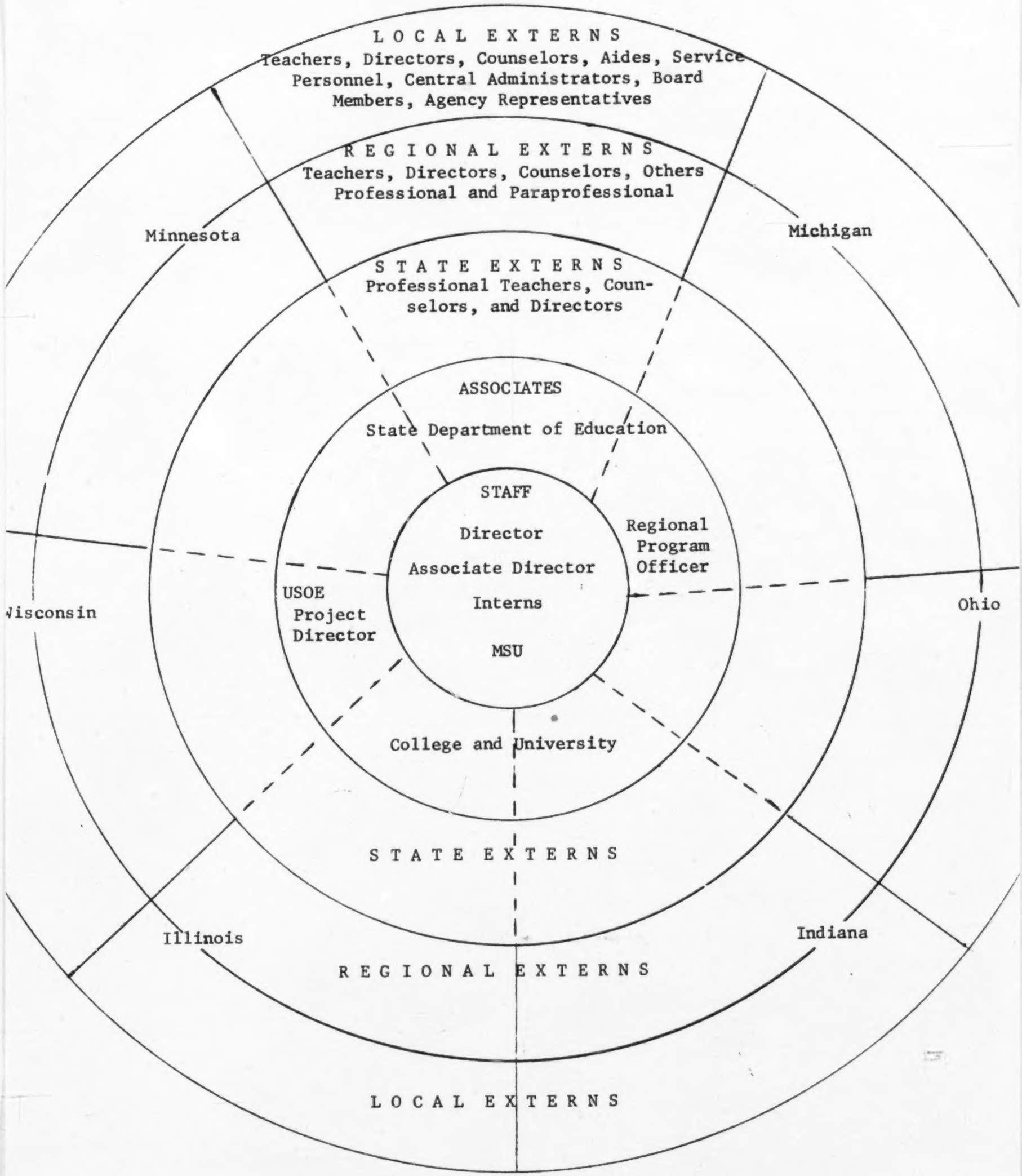
Network Participants

Project ENABEL was viewed as a subsystem within a region-wide system of continuing education. It was officially endorsed and actively supported by the Adult Education Association, the Michigan Association for Public School Adult Education and the State Departments of Education in Michigan, Indiana, Ohio, Illinois and Wisconsin. Funding was supplied by the United States Office of Education, the Michigan Department of Education, the Office of the Superintendent of Public Instruction in Illinois, and Michigan State University. Faculty contributions came from universities and community colleges in each of the states, social agencies, local schools, publishers, industry and, most

Figure 1

PROJECT ENABEL

STATES, ROLES AND CIRCLES OF PARTICIPATION



significantly, from interns and externs themselves.

The Michigan State Library, the M.S.U. Extension Library, and the M.S.U. Instructional Media Center supplied a traveling library, materials and equipment displays, telelecture, recording, photography, video-taping and other materials and services. The Learning Systems Institute and Research Consultation Center of the University provided much needed back-up support as did regional and county extension centers.

Project ENABEL invited and employed the expertise, resources and cooperation of many agencies at many levels. The partnership between the Departments of Education in Region V and Michigan State University permeated and strengthened the entire enterprise. Of the many methods and media employed consultation was the most dominant and persistent. We assumed that no one person knows as much as he needs to know about ABE, that each of us knows something about it, that we are a network of professional workers whose competence could be expanded as we discover and utilize available resources, work with colleagues in examining our present performance, attempt to clearly define problems and principles and undertake cooperatively and systematically to study our enterprise and improve our performance within it.

Among the 2,500 or more whom ENABEL touched, three groups were most vitally involved: the 5 State Department of Education directors, the 10 doctoral interns and the 104 state externs along with the project director and 2 secretaries. The interns and state externs were at the center of the enterprise animating both research and training.[1]

Central Staff

The central staff, the director and 10 doctoral candidates, comprised the

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1. See schematic drawing, Figure 1.

core unit of Project ENABEL. This group working together and with trainee teams, planned and implemented a comprehensive training sequence for state and area externs, designed the research, and provided follow-through to relate training to on-site problems.

The central staff team committed itself to visit every school which conducted an adult basic education program and offered to visit any school which considered establishing one. These visits served several purposes. Staff members offered consultive service, gathered research and evaluative data, noted and reported excellence in programs and generally sought to increase and improve adult basic education in Region V.

The principal animators of the entire network were the doctoral interns. Since their contribution to the project involved research and training, each was selected for his special competence. Each brought with him/her an extensive background in ABE instruction, administration, counseling, or teacher training. Thus, apart from their role as doctoral candidates, these 10 constituted a competent professional staff.

For the purpose of the Project, one served as associate director, one as administrative assistant to the Director, three were selected for their expertise in adult counseling, curriculum and research; and five were selected on the basis of demonstrated excellence in and commitment to ABE. Seven of them assumed responsibility for coordination of training, research and communication for a section of the Region. In this role each worked with counterparts within one or more of the State Departments of Education.[2] Each of these staff pairs worked with one or two teams of state externs in developing demonstration, training activities, and consultation services in an assigned area.

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2. See Regional Activities Chapter for further details.

State Externs

A group of 104 teachers, counselors and administrators were identified as leaders or potential leaders in adult basic education from school districts throughout Region V and selected as state externs. Whenever possible, these externs were chosen in teams. Generally, teams from large school districts included five members; and teams from smaller school systems consisted of two or three members each. The teams of administrators, counselors and teachers were trained together. A team approach to in-service training was used. It was hoped thereby to build a closer relationship among colleagues which would, in turn, facilitate more effective planning for regional meetings and in-service training at the local level. It was believed that the staff roles in ABE are so interrelated that close communication and inter-role knowledge is essential for an effective program.

The state externs' training included a 2-week summer institute at a "living-learning center" at Michigan State University, four Friday evening and Saturday seminars at the Kellogg Conference Center, four one-day regional in-service training laboratories, participation in home-school staff training and individual consultation by central staff. They were participants in the program of graduate studies in continuing education and, at their option, earned up to a maximum of 12 hours of graduate credit which they registered and paid for individually.

Fifty-two teachers, 8 counselors, 37 directors and 7 aides were selected, and the funded State externships were distributed across Region V: (30 additions were funded under MDE grant) Illinois - 15; Ohio - 8; Indiana - 8; Wisconsin - 10; and Minnesota - 0.

Area Externs

The area externs were the primary group for which this network was planned. As the state externs left Michigan State University, they were charged with the repsonsibility of planning and implementing area institutes. The over 1250

area externs were the result. The 104 state externs provided training for 12 times their number in the five states serviced in 1970-71. Each of these area externs participated in up to 4 Saturday institutes developed through ENABEL.

Local Externs

In each of the areas other directors, teachers, counselors and aides of ABE joined the network as local externs. These workers attended at least one local in-service program or were in consultations with area and/or state externs. It is estimated that there were 1000 local externs in the 1970-71 ENABEL Network.

Each of the 104 state externs and 1250 area externs were enlisted into a training team. At the participating school, in-service education and consultation was provided to teachers, counselors and administrators of Adult Basic Education. This at home cadre became known as Local Externs. Each was provided short or long term in-service education, and a sense of belonging to a much larger ENABEL Team.

Adaptability to State Needs and Plans

With a cadre of "state externs" receiving training through participation in the summer workshop and week-end seminars and a graduate student intern to coordinate and consult, ABE leaders in each cooperating state had a nuclear team around which to build state and local training programs. A state desiring to adopt the area institute phase was free to do so. Another state desiring to develop another form of training around its "state extern" cadre was similarly free. If no independent state effort was desired, a cooperating state had, at minimum, a cadre of "state externs" whose training was equal or superior to that provided in the traditional Regional Institutes.

A typical component of each state extern meeting in ENABEL was a planning and evaluation session on area institutes. These meetings involved all externs, appropriate interns and Department of Education consultants and resource persons

as requested. Out-of-state externs were encouraged to engage in similar planning and evaluation activities, and their own department of education personnel were encouraged to join them. In addition, interns were available, within reasonable limits, to work with other state externs and State Department consultants in their own states. By that means, each participating state was assured a trained team available to assist in planning and/or implementing plans appropriate to its own problems and resources.

Part IV

TRAINING ACTIVITIES

TRAINING ACTIVITIES

The structural essence of ENABEL is an integrated and interacting network of training encounters for ABE workers and their co-workers in other community agencies and institutions. The network involves 5 levels of training intensity, approximately 150 locations, a broad range of carefully selected and focused content, and resources drawn from universities, government agencies, materials and media suppliers, practitioners, ABE clients and, most important, the participants themselves.

The principal training components, the basic number of participants and the operating period for each component in 1970-71 have been:

Intern Clinic	10	July through June
Summer Workshop	104	July 26 through August 7
Weekend Seminars	104	October through April
Area Institutes	1250	October through April
Local Consultation and Training	1000	September through May

Intern Clinic

At the center of the network with the director, identifying problems, designing program elements, identifying and enlisting resources, monitoring and managing the enterprise, and exemplifying the animating and helping relationship throughout the system were the 10 graduate interns. Each had a comprehensive and authentic clinical experience in ABE.

As a clinical unit of professional study ENABEL has involved each intern in responsibility for (a) one or more curricular components of the project, e.g. teaching reading, counseling in ABE, English as a second language, etc.; (b) an administrative component of the project, e.g. coordinating one or more areas, fiscal management, research and evaluation, etc.; and (c) his own program of study and research. To integrate these elements and to build for them a substantial base in theory and principle, a staff seminar has been conducted throughout the academic year.

The principal purpose of the seminar has been to focus, evaluate, concentrate, and organize for application the best that is known about ABE. Interns have searched out, reviewed and shared reports of research, innovation and successful operation. They have analyzed and proposed solutions to problems encountered in the field. Perhaps the most important of their accomplishments has been that of intensifying and personifying the collegial relationship which is at once so much needed and so scarce among professional workers in the field of adult basic education.

Summer Workshop

The basic launching activity, within which almost all field components of the project were generated and from which other training efforts moved forward and outward, was a two-week intensive summer workshop. More than 125 ABE leaders (interns, state externs, State Department of Education members, representatives of collaborating universities and USOE Project and Regional Program Officers) in addition to faculty and other resource persons participated.

The principal and special purposes of the workshop were to:

1. establish ENABEL as an effective instrument for improving ABE at interstate, intrastate, and local school levels;
2. increase general professional insight and competence through:
   a. fuller comprehension of the character and scope of the ABE enterprise;
   b. more accurate perceptions of the character of ABE clients;
   c. increased sensitivity and effectiveness as helping agents;
   d. diligent effort to identify and eliminate practices which are inappropriate for working in ABE;
   e. acquaintance with community agencies and the will and skill to work with them; and
   f. knowledge of current policy and required strategies for

implementing and influencing it;

3. improve specialized knowledge (cognition, competence, and volition) of each participant in his unique service area through:
   a. participation in intensive sub-workshops which focused upon specific populations, area and functions;
   b. study of alternative materials, media, methods, and systems, and criteria for selecting among them; and
   c. interaction with specialists in ABE and related fields;
4. elevate awareness of, respect for and competence in the affective component of ABE work;
5. facilitate development of intra-staff team work and inter-agency support networks as opposed to exclusively solo operation and bureaucratic boundary watching; and
6. develop preliminary organization and plans for area institutes and home school training.

The workshop provided 5 "streams" of training activity: (1) general activities of significance to all members of the ABE team; (2) intensive and specialized training in "focushops" on counseling, organizing and managing local programs, teaching of reading, teaching of mathematics, consumer problems, community organizations and services, and teaching English as a second language or dialect; (3) area "regionars" for analysis of special problems and planning of follow-through activities by areas and states; (4) laboratory and field experiences especially related to methods, media and materials and to collaboration between schools and other community agencies; and (5) special features which are brought to or developed within the workshop.

The workshop was based in a university living-learning center, Case Hall. In addition it utilized a wide range of university facilities as well as nearby communities and agencies as laboratories. Housing, mea s, meeting and display

areas and recreation facilities were provided in Case Hall. The central library, Instructional Media Center, Human Learning Institute, Reading Center, Diffusion Documentation Center, counselor training laboratories, art center, gymnasium, pools, gardens, and museum were nearby and available for both individual and group use.

The program was very carefully, very fully and very flexibly arranged. It was the first and major function of the intern-animator team, working with the director, associate director and a workshop council, to provide structure, social activities, recreation and related "free time activities" were as thoughtfully attended to as the "working sessions". All were intended to serve the purposes of the workshop. The waking hours of all participants were fully utilized in a wide range of formal and informal, staff and participant planned, total group, sub-group or individual activities. Opportunity to earn 6 quarter hours of academic credit, graduate or undergraduate, was optionally available to participants. Payment of registration and other credit-related fees was the responsibility of the student.

A major force throughout the workshop and extending to each of the ensuing activities was the consulting, adapting, resource-enlisting effort to enable personal, professional and community development where and when it was needed.

Area Institutes

A series of institutes in each area were cooperatively planned by an intern animator and state extern task force in collaboration with appropriate State Department of Education and university representatives and in consultation with area and local trainees. The institutes served as training laboratories for state externs and as professional assembly, training and consultation centers for all ABE workers of the area. They were open to all ABE workers, professional or paraprofessional, in the area and to any other school or agency personnel who desired to participate in the training. Central administrators and policy boards

ENABEL AREA INSTITUTES

Conducted in Illinois, Indiana, Ohio and Wisconsin, 1970-71

ILLINOIS	INDIANA	OHIO	WISCONSIN
October 2-3, 1970 DeKalb, Illinois October 23, 1970 Cairo, Illinois November 10, 1970 Danville, Illinois November 20, 1970 Eldorado, Illinois November 20, 1970 Venice, Illinois December 4-5, 1970 Carbondale, Illinois December 4, 1970 Marion, Illinois January 11, 1970 Decator, Illinois January 29-30, 1971 Chicago, Illinois March 11, 1971 Decator, Illinois March 19-20, 1971 Edwardsville, Illinois March 19-20, 1971 Belleville, Illinois March 25, 1971 Peoria, Illinois May 7-8, 1971 Springfield, Illinois May 14-15, 1971 Chicago, Illinois May, 1971 Chicago, Illinois May, 1971 Chicago, Illinois	September 26, 1970 Milwaukee, Wisconsin January 19, 1971 Waukesha, Wisconsin Many 8, 1971 Racine, Wisconsin	September 13, 1970 Norwalk, Ohio October 24, 1970 Norwalk, Ohio December 5, 1970 Cleveland, Ohio March 6, 1971 Toledo, Ohio	December 11, 1970 Muncie, Indiana January 15-16, 1971 Muncie, Indiana February 12-13, 1971 Muncie, Indiana March 12-13, 1971 Muncie, Indiana

ENABEL AREA INSTITUTES

Conducted in Michigan, 1970-71

MICHIGAN NORTHEAST	MICHIGAN WESTERN	MICHIGAN SOUTHEASTERN IIIA	MICHIGAN SOUTHEASTERN IIIB	MICHIGAN UPPER PENINSULA
October 24, 1970 Bay City	October 24, 1970 Muskegon	October 24, 1970 Wayne	October 17, 1970 Pontiac	September 19, 1970 Ironwood
December 5, 1970 Midland	December 5, 1970 Lansing	November 21, 1970 Detroit	November 21, 1970 Hazel Park	October 31, 1970 Marquette
March 20, 1971 Alma	January 23, 1971 Muskegon	January 16, 1971 Detroit	March 6, 1971 Troy	January 16, 1971 Marquette
May 1, 1971 Saginaw	March 13, 1971 Benton Harbor			March 13, 1971 Marquette
				March 20, 1971 Sault Ste. Marie

of both schools and related agencies were welcome.

Area institutes had three principal foci: (1) the general substantive, affective and procedural adaptations generally required of professional and paraprofessional workers who wish to become effective as "helping agents" with adults in ABE, (2) the increase of competence as teachers (of reading or other subjects), counselors, directors or other special roles, and (3) special problems unique to the locale, ABE population, school policy or other characteristics of the area, and developments during the year.

The network of area institutes was intended to maximize the number of ABE workers involved and to "zero in" upon training needs unique to specific populations, places or periods. Enrollments ranged from 20 in essentially rural areas to well over 100 in metropolitan areas. Attending workers ranged from quite homogeneous to very heterogeneous in the nature of their work and the character of their problems in ABE. Use was made of such university and other specialists as were available in the region for developing 47 institutes across the 5 participating states.

These institutes constituted a further laboratory learning experience for interns and state externs. They were conducted principally at local schools and community colleges and provided at very low cost. Each was approximately six hours in length, thus making available eighteen to thirty hours of training for each of 1250 area externs.

The principal purposes of area institutes, in summary, were to:

1. extend the ENABEL network to include:
    a. professional ABE workers who could not participate or could not be selected as state externs,
    b. paraprofessional ABE workers,
    c. potential ABE workers, and
    d. others from schools, school governance, other social agencies

or the public who are concerned with programs for educationally handicapped adults or out-of-school youth;

2. develop training experiences specifically adapted to regions, populations, problems and/or times;
3. enhance the quality of ABE work in each region by:
   a. clarifying conceptions of ABE and its clients,
   b. illuminating essential components of ABE,
   c. increasing sensitivity and respect for ABE clients,
   d. transmitting information about organizing, programming, financing, directing, instructing, counseling, supporting and evaluating in ABE,
   e. stimulating and honoring exemplary programs, practices, materials, relationships, etc.,
   f. encouraging productive working relationships within schools, between schools, and between workers in schools and those in other agencies, and
   g. alerting policy-makers and the public concerning potentials and problems of ABE;
4. intensifying the learnings of interns, state externs and others:
   a. through the disciplined thinking and dialog required to plan, conduct and evaluate training with others,
   b. through the requirement to practice well what one has publicly recommended or endorsed,
   c. by testing assumptions and hypotheses in new situations and with new data, and
   d. by receiving the new insights which usually come from those

one sets out to teach or train;

5. expand the scope of ABE by:
   a. identifying individual workers, teams or institutions who could initiate or improve efforts in ABE and giving assistance to help them do it,
   b. involving appropriate policy-makers or other influencers in activities which are likely to yield accurate and favorable information about ABE in its significance, and
   c. planning activities designed to assist in launching or enlarging ABE programs;
6. expand the personnel and institutional resource pools available to serve ABE by:
   a. identifying interns, externs or other participants who have significant contributions to make and affording them the opportunities to make them,
   b. identifying and enlisting appropriate experts as contributors in institute programs, and then evaluating, acknowledging, recording, reporting and further involving them,
   c. scheduling training sessions in appropriate communities and institutions and seeing that interpretation flowed through appropriate channels to appropriate publics, and
   d. encouraging the development and/or expansion of graduate study programs in associated universities and the assumption by them of responsibility for ABE pre-service and in-service education.

EXTERN NETWORK AND PROGRAM COMPONENTS

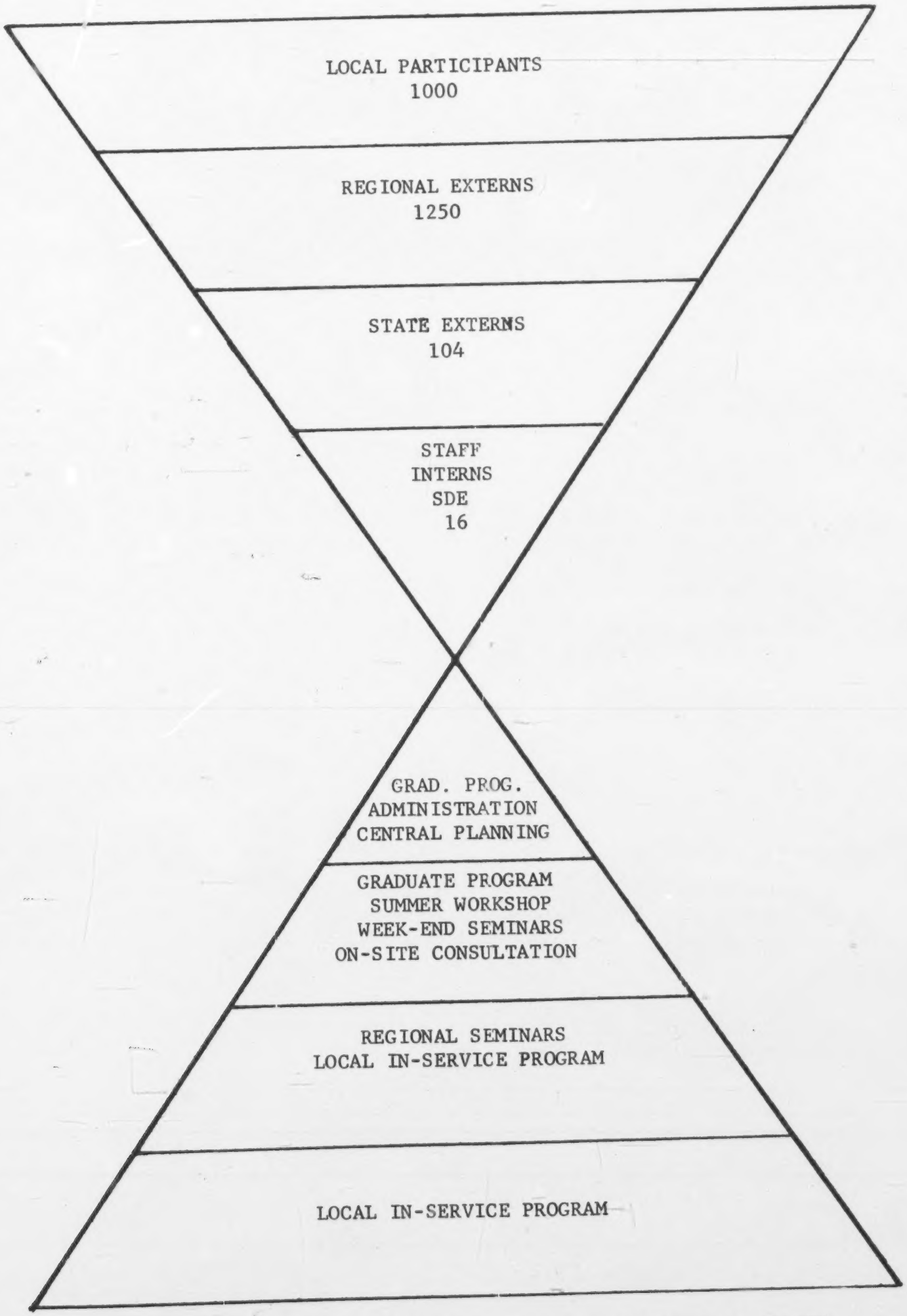


Figure 2 Program components and related participants in Project ENABEL 1970-71

Local Consultation and Staff Training

At the local operating level ENABEL proposed 3 forms of effort to extend and improve ABE.

Each state extern was invited during the summer workshop, to develop a plan for improving his own performance and/or the operation of his own local program in ABE, and to specify the steps he proposed to take to accomplish his plan. It was assumed that in most cases these plans involved in-service training initiated or supported by the state extern team. Each was requested to report, and many were invited to display, the results of their efforts.

Project staff members (in company with state department of education consultants where feasible) visited the home school of each extern or extern team for consultation at least once during the project.

Interns, other staff members, and selected externs solicited and honored requests for consultation and in-service training from schools not otherwise involved in the network. Within the limits of time and other resources such direct assistance to local programs was provided without charge. Priority attention was given to new programs and to schools who contemplated, or were being encouraged toward, starting new programs.

The purposes of these local school consultation and training efforts were to:

1. induct and inform new ABE workers;
2. enlarge knowledge of all ABE workers with regard to finance, materials, media, methods, policies, practices, and strategies;
3. contribute toward more accurate conceptions of ABE and the personal and social problems with which it appropriately deals;
4. maximize the involvement of professional and paraprofessional ABE workers in efforts to improve their practices and programs;
5. enhance communication and cooperation among ABE workers in schools and between them and the private and public agencies appropriately related to educationally handicapped adults and out-of-school youth.

6. foster solid commitment from policy-makers, practitioners and public;
7. identify and give recognition to exemplary practices and/or programs;
8. encourage establishment of needed new ABE programs; and
9. gather data and ideas.

Advantages

Several advantages over other forms of in-service training efforts have been realized. During this first year as a regional project, ENABEL has:

1. served significantly more workers than have previously been involved in any single training project.
2. permitted small schools to participate, at least in area institutes, even though budgets and staff were limited,
3. provided flexibility to deal with individual, school, and regional training needs and to deal with them as they arose,
4. provided, through follow-through seminars and consultations, greater support for innovation and more objective evaluation of innovative projects,
5. uncovered and developed new in-service trainers through its involvement of state externs in local and regional staff training,
6. brought university faculty members and staff associates into mutually productive contact with field practice,
7. provided a pilot model of an integrated, flexible, inclusive, year-long state-wide and area training program,
8. enchanced visibility, status, and excellence of professional service in ABE among faculty, staff, graduate students, and trainees,

10. encouraged greater depth and continuity of study, especially by the graduate student staff members and the state externs, and
11. stimulated and facilitated research in ABE.

Part V

STATE EXTERN NETWORKS

ILLINOIS

The broad structural guidelines of Project ENABEL afforded Illinois the opportunity to establish the following guiding principles in working with the fifteen externs from Illinois:

1. Each extern shall realize the objectives of Project ENABEL and their viability toward personal, group and professional development.
2. Each extern shall make a positive response to the several questions which will determine the course of action of the group.
3. Each extern shall assist in developing the objectives and the format of the four scheduled weekend seminars.
4. Each extern shall develop a plan of action to include when necessary group input to facilitate the achievement of stated objectives.

During the two-week summer institute the fifteen externs from Illinois shared experiences as individuals, as members of the Illinois network and as participants in the total program. The Regionars offered an opportunity for the externs to cooperatively participate in the program development which would occur in Illinois during the academic year. The extern group determined the course of action to be taken in developing their weekend seminars. It was "their show". Secondly, each extern formalized a personal plan to be followed in achieving local and regional commitments. Each plan received the attention of the group and occasionally was modified to insure increased fulfillment.

The Illinois Externs departed from the campus with a determination to bring about action. They established a communication network which offered mutual support. They looked forward to weekend seminars designed for their professional

growth. Each had a personal commitment to local and regional activities. Each returned to Illinois ready for action.

Because of its size and the intensity of work it had planned, the group decided to hold its own weekend seminars in Illinois, rather than returning to Michigan to meet with other state teams. Arrangements were made with Northern Illinois University to incorporate these seminars as graduate credit components of advanced degree programs for those pursuing such degrees.

Weekend seminars were held in different regions of the state providing an added opportunity for visitation to local programs. Externs grouped themselves regionally within the state to assume responsibility for a single seminar. Program guidelines for each seminar were developed by the group and delegated to selected externs for finalization through program formalization. The objectives were most flexible and responded to concerns identified during the summer and emergin concerns as they were identified.

A major portion of two seminars was devoted to an initial effort toward the development of "guidelines for in-service training of ABE personnel". Intensive interaction occurred within each subgroup. This effort represented a start with the recognition of obstacles which need to be overcome in the development of an in-service plan. This identification process represents the accomplishment of a necessary and important task.

Externs worked within local and regional administrative structures to develop regional and local institutes for adult basic education personnel. Actual program commitment varied throughout the state in response to available resources. Project ENABEL activities of varying degrees occurred throughout the state.

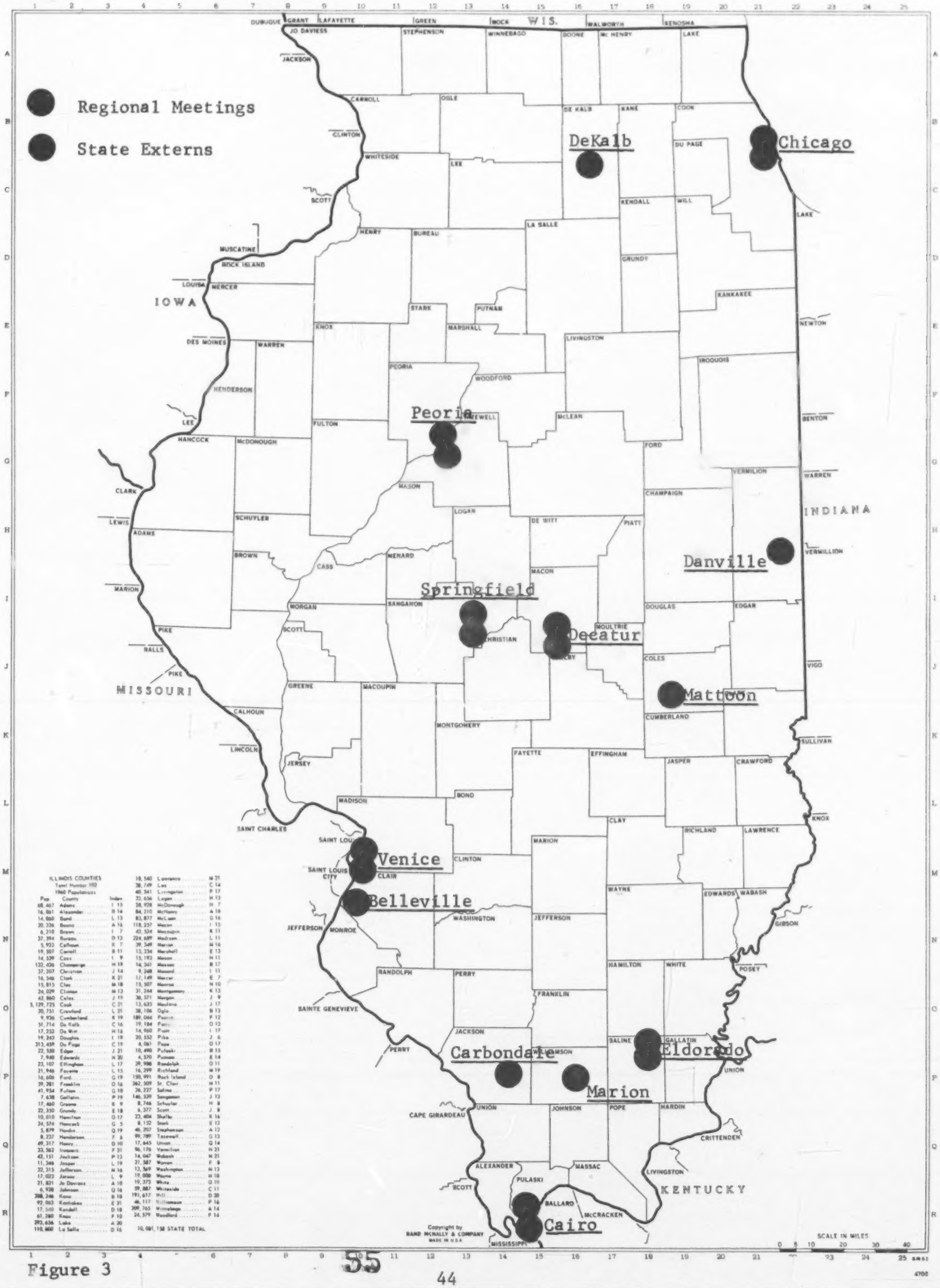
Typical program components included an opportunity: (1) to increase instructional proficiency; (2) to learn of programs in similar ABE centers; (3) to become aware of services of social agencies addressing the same objectives; (4) to understand the role of the state department of education, (5) to develop increased

awareness of ABE on the national scene.

At least 513 ABE workers participated in the area institutes as formally registered externs. Perhaps as many more participated as unregistered area and local externs. It seems reasonable to estimate that 1000 ABE workers in Illinois were personally involved in ENABEL.

STATE COUNTY OUTLINE MAP

ILLINOIS



ILLINOIS COUNTIES
Tenet Number 160
1960 Populations

Pop	County	Index
68,467	Adams	I 15
16,861	Alexander	R 14
14,860	Bond	L 13
20,336	Boone	A 16
6,210	Brown	I 7
37,394	Bureau	D 13
5,933	Calhoun	K 7
19,507	Carroll	B 11
14,539	Cass	I 9
132,436	Champaign	H 19
37,207	Christian	J 14
16,346	Clark	K 21
15,815	Clay	M 18
26,079	Clinton	M 13
62,860	Coles	J 19
5,129,725	Cook	C 21
20,751	Crawford	L 21
9,936	Cumberland	K 19
31,714	De Kalb	C 16
17,253	De Witt	H 16
19,843	Douglas	I 19
313,459	Du Page	C 19
22,580	Edgar	J 21
7,940	Edwards	N 20
23,107	Effingham	L 17
21,946	Fayette	L 15
16,600	Ford	G 19
39,281	Franklin	O 16
41,954	Fulton	G 10
7,638	Gallatin	P 19
17,680	Greene	K 9
22,350	Grundy	E 18
10,810	Hamilton	O 17
24,574	Hancock	G 5
5,879	Hardin	Q 19
8,237	Henderson	F 6
49,317	Henry	D 10
33,562	Iroquois	F 21
42,151	Jackson	P 13
11,346	Jasper	L 19
32,315	Jefferson	N 16
17,023	Jersey	L 9
21,821	Jo Daviess	A 10
6,928	Johnson	Q 16
288,246	Kane	B 18
92,063	Kankakee	E 21
17,560	Kendall	D 18
61,280	Knox	F 10
293,656	Lake	A 20
110,600	La Salle	D 16
18,560	Lawrence	M 21
28,749	Lee	C 14
40,341	Livingston	F 17
33,656	Logan	H 13
28,928	McDonough	H 7
84,210	McHenry	A 18
83,877	McLean	G 16
118,257	Macon	I 15
43,524	Macoupin	K 11
224,689	Madison	L 11
39,549	Marion	M 16
13,234	Marshall	E 13
15,193	Mason	H 11
14,341	Massac	R 17
9,248	Menard	I 11
17,149	Mercer	E 7
15,507	Monroe	N 10
31,264	Montgomery	K 13
36,571	Morgan	J 9
13,635	Moultrie	J 17
38,106	Ogle	B 13
189,044	Peoria	F 12
19,184	Perry	O 13
14,960	Piatt	I 17
20,352	Pike	J 6
4,861	Pope	O 17
18,498	Pulaski	R 15
6,570	Putnam	E 14
29,988	Randolph	O 11
16,799	Richland	M 19
150,991	Rock Island	D 8
262,509	St. Clair	M 11
26,237	Saline	P 17
146,539	Sangamon	J 12
8,746	Schuyler	H 8
6,377	Scott	J 8
23,404	Shelby	K 16
9,152	Stark	E 12
46,207	Stephenson	A 12
99,799	Tazewell	G 13
17,645	Union	Q 14
96,179	Vermilion	N 21
14,647	Wabash	N 21
21,587	Warren	F 8
13,569	Washington	N 13
19,088	Wayne	N 18
19,373	White	Q 19
59,887	Whiteside	C 11
193,617	Will	D 20
46,117	Williamson	P 16
209,765	Winnebago	A 14
24,579	Woodford	F 14
10,081,158	STATE TOTAL	

Figure 3

AREA EXTERNS
ILLINOIS

Eldora Adkins
Terry Ave
Dorothy Alexander
Larry Abel
Marie Armistead
Rose Allen
Joan Almanza
John Ambuul
Jack Antelis
Julio Astacio
Hattie Byrd
Belva Blakely
James C. Belvins
Ron D. Bantels
Mr. Bernard Balthazar
Mr. Cecil Bennett, Jr.
Mr. Albert Bialik
Mr. Richard Bradley
Mrs. Ira Bonds
Mr. Bush
Mrs. Brooks
Mrs. Bradley
Jean Bailey
Sharon Bennett
Ray Bower
Audrey Bower
Alice Branham
Tony Bertauski
Goward Brown
Bill Bushell
Louis Berman
Wilma Barker
Dorothy Braddock
Vernetta Bramlet
Shirley Buche
Robert Baker
Bernard Balthazar
Irwin Baran
Jean Barnett
Carl Barshop
Addie Beasley
Marlene Becvar
Leslie Bencsics
Ershell Barg
Kay Ann Berg
Charmaine Biedess
Joan Bishop
Thomas Boege
Adelaide Brennan
Charles Brew
Rose Marie Brown
Marie Burton
Jim Bryant

Dave Buchhold
Cynthia Crews
B. Cunningham
Conrad Crooks
J. Camp
Mr. Bradley Carlins
Mazine Conloy
Helen Carruthers
Dale Chapman
Evelyn Carell
Abbie Collins
Melvin Cunningham
Reaha Corwin
Mrs. Edith Cook
Robert Cosnow
Marjory Clark
Eugene Camp
Leonard Church
Henry Caldwell
Robert Carlo
John Carney
C. D. Carpenter
William Carson
Mrs. Mary K. Case
Thomas Caulfield
Irving Chasin
Harold Christiansen
Dorotoy Clarke
Shirley Coleman
Eileen Considine
Miss Mary Dronin
Norman Cross
Daniel Cullinan
Roger Clemmer
Roger Davis
Al DeLoy
Don Downing
I. Dillinger
Mrs. Mary Devitt
Mr. Throdore Didesch
Robert Dorch
Marilyn Davis
Cheryl Davis
Geri Domzalski
Emalee Drennan
Ed Dowling
John Daugherty
Mary Helen Davidson
Paul Davis
Virginia Davenport
Patricia Dacosta
Rosemary Caviera
Kenneth De Luca

Bruno De Maertelaere
Richard Devlin
Charles Dobra
Rose Donnelly
Sam Dorne
Thomas Doyle
William Dunham
Casimir Durava
Donald Duster
Mary Eson
John Ervni
John Evans
Harry Ellis
Alvin H. Eicholz
Sally Engle
Donald Edgar
Dorothy Edmondson
Martin Ellin
Anthony Fambro
Helen Freeman
Dick Fearheiley
Mirian Franks
Ferne Farris
Sarah Fox
Lee Fisher
Michael Fello
Jeannette Fieldhouse
Ian Fingerman
Patrick Flanagan
John Forli
William Fox
Ralph Frank
Bernice Freeman
Joseph Fulco
Pat Goebel
Miss Linnetta Gibbs
Virginia Goetz
Pushpa Gopalan
Melinda Green
Frances Gibbs
Mary Gomez
Charles Greer
Dorothy Gaffney
Raymond Gardner
Robert Gausman
Robert Gelfond
Joseph Gibbons
Edward Gierut
Lawrence Goldberg
Theodore Goldberg
Charles Good
Yvonne Goodson
Joseph Grabinski

Illinois; cont.

James Granato
Jerone Green
Bobbe Greenberg
Ay Hampton
Lucy Hunniutt
Edna Hoult
Mrs. Estelle Hawkins
Mrs. Opal G. Hunt
Mr. James Hubbard
Miss Henney
Mr. Heim
Ruby Hannon
Hazel Hirons
Mary Heckert
Doris Hudson
Verda Henry
William Hines
Colleen Harrison
Susan Haynes
Norman Hull
Geraldine Hiller
Charles Hagan
Edward Haak
David Hajek
Sonia Handler
Nolan Harrison,Jr.
Julie Healy
Ralph Hegener
Joyce Heller
Bernadette Helizcon
Mrs. Fay Herman
Marie Heuer
Dorothy Hicks
Miss Judith Hill
Mrs. Anna Hines
Ethel Hixson
William Hudson
De Calvin Hughes
Paul Hobel
John Ires
Frank Irwin
Pat Johnson
Thomas Jones
Mrs. Ann Johnson
Miss Linda Jackson
Mr. William Johnson
Miss Edna Joyce
Mrs. Jones
Joe Jackse
Jack Jones
Pauline Judge
Karl Jagen
Gwendolyn Jamerson

Irene Jarvi
Hamilton Jenkins
Winston Johnson
Harriet Jones
Susan Jones
Ruth Jordan
Betty Joseph
Leone Juszczyk
Jessie Kachmar
Leroy Kaplan
Patrick Kane
Shirley Karmel
Antoinette Kashuba
Terri Katsulis
Ronald Katz
Frank Kay
Joseph Kazmierczak
Katherine Keating
Thomas Keating
Matthew Kelleher
Leonard Keller
James Kally
Paula Kelly
Norah Kennedy
Malcolm Kerr
William King
Ellen Kirby
Joseph Kosezla
Dolores Koza
Walter Kramer
Helen Kreuser
Ora King
Mrs. T. Knox
Mrs. Lucille Kahn
Mr. Patrick Kane
Mr. Devin Kelly
Mrs. Eunice Knutsen
Mr. James Kelly
Betty Kiger
Marian Kite
DeLloyd Keas
Ronald Katz
Wayne Kaiser
Mrs. Love
Janet Landrus
Ralph Lovall
Meryl Lyon
Joe Livesay
Nancy Latinovich
Betty Levin
Allan Lehmann
Claudia Labarces
Robert Laier

Edward Lamey
Melvin Langtim
Miriam Leaman
Richard Lewandowski
Raymond Libuse
Ronald Lukas
Helen Lyons
Alpha Lockarel
Janet Landreth
Isable Mathis
Carol Murphy
Mrs. Margaret McGowan
Mrs. Marie Marsh
Mrs. Rosabelle Mintz
Miss Clare Martin
Mr. Ralph Morrison
Mrs. Martin
Millie Mills
Blanch Mills
Janet Moslehi
Ann Metz
Frank Miller
Josephine Marino
William McVey
Catherine Morics
Sam Milosevich
Ollie A. Moran
Martin Mindell
Sharon Moss
Gladys Moore
Anthony Mangino
Frank Martinez
Earl Massel
Ercel Mayes
Owen McAteer
Andrew McCann
Elizabeth McCown
Carrol McCoy
Joanne McCarvilld
John McGuire
Derl McFarlin
Ronald McMurray
William McVey
Claire Meehan
Randall Middleton
Pauline Minor
Alice Montavon
James Moran
Mary Moran
Richard Morello
Lillian Moscovitch
Robert Moore
Charles Morgan

Illinois; cont.

M. E. North
Mrs. Virginia Nichols
Mrs. Violet Nagy
Bonnie Norris
Florida Norris
Helen Novak
Josephine Nocula
Frederick Noverini
Richard Olaxbeard
Alma Oakley
Gladys Odeneal
Robert Oakes
Clover Oliver
John O'Neill
Annie Price
Foyetta Page
Peggy Parke
Richard Parke
Marion Patrick
Dee Penn
Willard Puffer
Ethel Peterson
Jack Persky
James Planer
Helena Prucha
Helen Prast
Patricia Padovano
William Patel
Robert Patterson
Norma Perlman
Rita Peterson
Daniel Petromilli
Edward Piertraszek
Lois Polakoff
Mary Pollard
Kenneth Prokop
Willard Puffer
Margaret Purcell
Gerald Pyster
Willa Dean Power
Marian Patrick
Jim Russell
Duane Rankin
Bob Russo
Mr. Thomas Rotruck
Mrs. Emily Richards
Mr. Seymour Roth
Genevieve Ryan
Richard Risner
Samuel Rosenthall
Gladys Ramsey
Lois Romig
Mary Ray

William Rigney
Miss Elba Rivera
Miss Wilma Roberts
Martin Rockwell
Sylvia Rodgriguez
Ethel Romanoff
Anne Rosenberg
Rona Ruben
Jessie Ragan
Claude Roberts
Chlorean Reeves
Jen Ryan
J. Sandingham
Miss Patricia Spanik
Miss Scanlan
Mr. Bernard Spillman
Mrs. Lillian Stephens
Mrs. Rosella Sackett
Miss Bertha Sterenson
Shirley Scofield
Maurine Sell
Bette Schuster
Helen Stron
Frances Sanders
Shirley Scribner
Al Sherline
Kay Schade
Earl Stelzer
Gwendolyn Samuels
John Sheehan
William Smith
Margaret Sering
Berg Sallerunn
Joseph Savino
Joseph Sblendorio
Robert Schappert
Miss Elaine Schuster
Joseph Schwartz
Robert Schwartz
Ben Selzer
Barry Shapiro
William Sherwin
Irwin Shudnow
Joseph Silverstein
Ronald Simon
Evelyne Sloran
Irene Somers
Walter Sowa
Gerald Spero
Rosann Stark
Richard Starman
Daniel Steffey
William Steele

Roland Steinhouser
Howard Stevens
Michael Striegl
Linda Simpson
Doris Stearns
Merrill Stricklin
Helen Storm
Annie Thureman
Mrs. Edna Thomas
Mrs. Golden Traylor
Flora Thomas
Frances Thompson
Leland Thompson
Pauline Thorton
William Taglia
George Talley
Albert Thal
Charles Theodore
Fern Thomas
Helen Thomsen
Robert Thompson
Maria Tiagonce
Lorraine Tierney
Marvin Torrence
Marietta Turner
Frances Turner
Mary Tanner
Mr. Irving Ventura
Mr. Votavo
Mr. Vantyle
June Vinson
Fred Vernau
Richard Vail
Edward Venderplow
Ored Wakeland
George Wienier
Mrs. Ruth Williams
Mrs. Lois Wright
Dan Winland
Barbara Williams
Alice Wegenhaupt
Rita Wissing
Madonna Wilson
Tom Ward
Ralph Westerman
Mildred Woodward
Phylis Wintersteen
Marietta Watson
Helen Walden
Delores Wagle
Russel Warren
Adriane Weinstein
Johnella Wells

58

Illinois; cont.

James Wesen
Donald Wharton
Betty White
Emmett White
Carrie Wilson
Edward Wojnicki
Josephine Wold

Mrs. Jean Woods
Richard Wynne
Maggie Walls
Thelma White
Richard Wiggins
Madonna Wilson

Tom Wilson
Matilda Yoelin
Jean Yosepian
Mrs. Nina Young
Edwin Zazove
Eleanor Zeff

PROJECT ENABEL II 1970 MICHIGAN STATE UNIVERSITY
REGION 5 ILLINOIS

INDIANA

In Indiana Project ENABEL had a major impact in the expansion of counseling and guidance. The learning laboratories that are in operation in Indiana will soon begin to place greater emphasis on the need for individual counseling and guidance than has been the case in the past. This is due to some extent to the efforts and impact of Project ENABEL. Of course, the principal service that Project ENABEL provided for Indiana was in helping the State Department, the universities and the local directors get together to develope and implement an in-service training program.

We were concerned with the entire state of Indiana including adult basic education. Previously it has been offered primarily in correctional institutions. As is clearly evident in the list of area externs from Indiana, they are from almost all of the 32 districts which have adult basic education programs.

Project ENABEL touched all of the programs in Indiana. There were 2,722 students who would be regarded as urban; 297 students served in rural areas; and 290 students served in reformatories. The racial and ethnic background of these students are varied but served within this region were: 1,154 white students, 1,900 black students and 245 Spanis-speaking students.

A series of five weekend area institutes were held at Muncie at the Van Orman Roberts Hotel. They were offered with the cooperation of Ball State University who offered the course ED-AC-598, entitled "Seminar in Adult Basic Education for Directors, Teachers, and Counselors in Adult Basic Education Programs in Indiana". The dates of the institutes were December 11-12, 1970, January 15-16, 1971, February 12-13, 1971, March 12-13, 1971, and April 16-17, 1971. The continuing group included 40 area externs. Local consultation and in-service training efforts are estimated to have served another 45 ABE workers in the 32 schools.

STATE COUNTY OUTLINE MAP

INDIANA

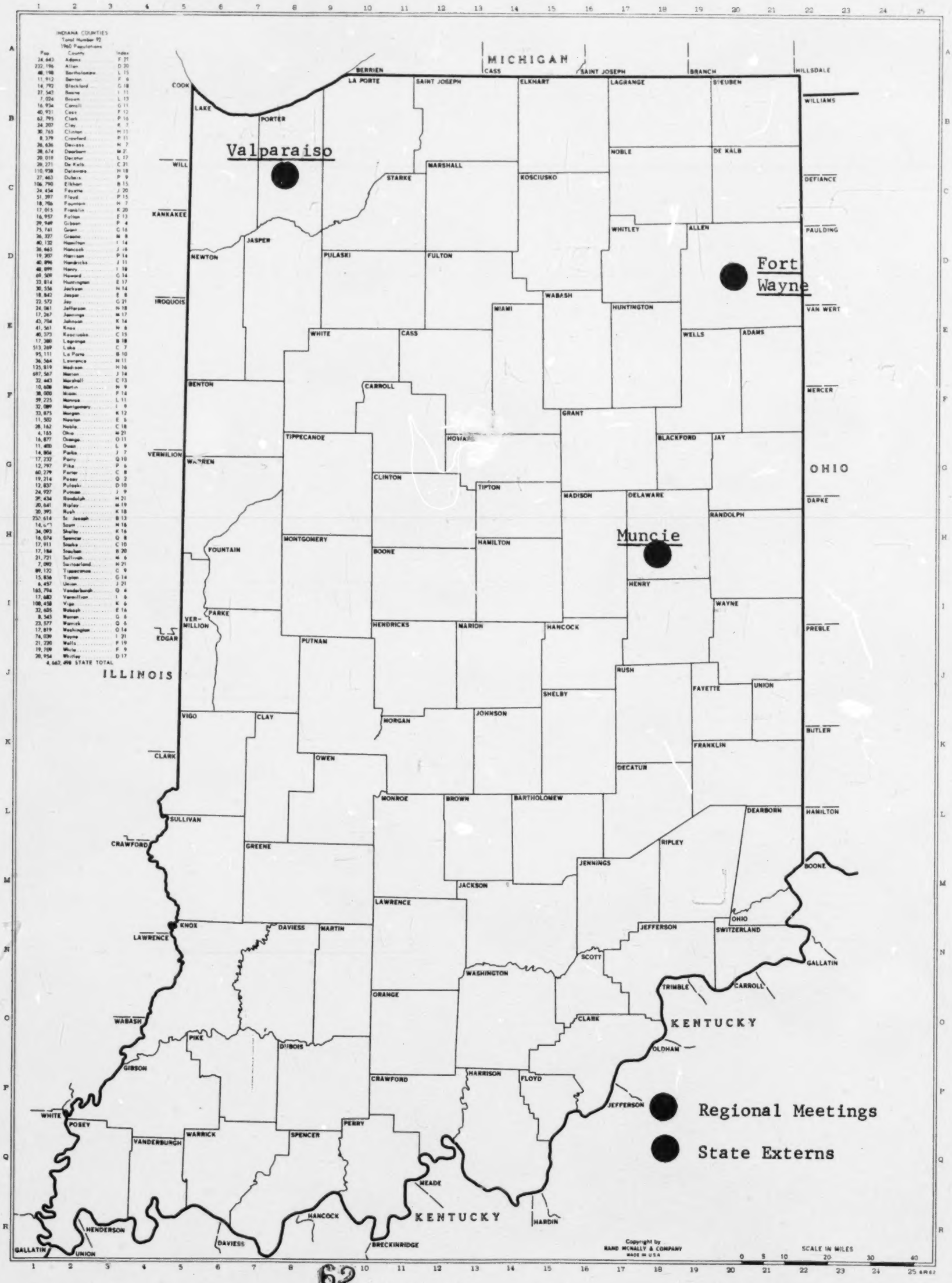


Figure 4

AREA EXTERNS

INDIANA

Rhea Akermann
Marion, Indiana

Leland E. Baker
Zionsville, Indiana

Sharon L. Birdin
Indianapolis, Indiana

Dennis Bockert
W. Lafayette, Indiana

Brenda Bridge
Huntington, Indiana

Donald J. Buckley
Portage, Indiana

Alan L. Buell
Staunton, Indiana

Patrick F. Cahill
South Bend, Indiana

Charles M. Cauley
Michigan City, Indiana

Paul Elliott
Portage, Indiana

James Lee Grimes
Pendleton, Indiana

James Lee Hensley
Marion, Indiana

Robert Hewlett
Indianapolis, Indiana

Alan D. Holden
Pendleton, Indiana

Emma Huber
Connersville, Indiana

Robert P. Hyatt
Marion, Indiana

Thomas Hymer
Marion, Indiana

Johnathan L. Jordan
South Bend, Indiana

Louise A. Joyner
Connersville, Indiana

Rollin E. Jump
Indianapolis, Indiana

Nancy Drummond Kiger
Daleville, Indiana

Ted Lane
Princeton, Indiana

John Malone
Chesterfield, Indiana

David Means
Indianapolis, Indiana

Larry Melsheimer

Berten W. Michael
Crwon Point, Indiana

James E. Parent
South Bend, Indiana

Norman A. Roller
Yorktown, Indiana

Gary Lee Scott
Greencastle, Indiana

Harry A. Stewart
No. Vernon, Indiana

John T. Tegarden
Anderson, Indiana

Michael S. Thomas
Michigan City, Indiana

James E. Toney
Indianapolis, Indiana

David L. Weaver
Brazil, Indiana

Merlin E. White
No. Vernon, Indiana

John Dewey Williams
Chesterfield, Indiana

Harold Wilson
Indianapolis, Indiana

David Wolff
Auburn, Indiana

Peter F. Yohler
Muncie, Indiana

Paul A. Zeiss
Vincennes, Indiana

63

PROJECT ENABEL II 1970 MICHIGAN STATE UNIVERSITY
REGION 6 INDIANA, OHIO

MICHIGAN

For purposes of implementing the area component of the extern network, the State of Michigan was divided into three geographical regions with each region functioning semi-autonomously. Two of these areas were, in turn, divided into sub-areas. State externs from each area, with assistance from the central staff and Department of Education consultants were responsible for planning and implementation of four one-day institutes in their home area. The division of Michigan into areas and sub-areas was decided upon because of distances to be traveled, population, number of ABE programs, and the number of Michigan Department of Education consultants and the area they covered. Nineteen Saturday institutes were conducted in the 5 areas thus established. These institutes served 482 formally registered externs. Single-day participants who did not register for institutes and others served through consultation and demonstration are estimated at 400.

Area I is geographically located in the northeast one-third of the lower peninsula and the entire area of the upper peninsula. Because of geographical barriers and the distances to be traveled, this area was divided into two separate sub-areas and a distinct series of institutes was held in each.

The upper peninsula is primarily a rural area with the largest cities in the 10,000 to 20,000 population range. The area's major economic emphasis is on farming, mining, lumbering, recreation, tourism, and small industry. The population racial make-up is basically Caucasian with a few scattered Indian communities. There is very little other minority group representation. Twenty-eight percent of the population are considered functionally illiterate. There are eleven Adult Basic Education programs in the peninsula with an approximate total enrollment of five-hundred students.

The northeastern region of Michigan is characterized by a vivid contrast between rural farm setting and highly urbanized communities with extensive industry. The population is a racial mixture of Caucasian, Mexican-American, and Negro. The rural area is populated by a substantial number of poor white. Approximately 22% of the population are considered functionally illiterate, and have less than an eighth grade education. There are twenty-one Adult Basic Education programs in this area and an enrollment of slightly over four thousand adults.

Area II is also characterized by a range from heavily populated urban centers to highly rural communities supported by farming and agricultural industry. The northern section of this area has many small communities in the 5,000 to 10,000 population range whose major economic activity is small industry and tourism. The population is racially mixed, with large representations of Mexican-American, Indian, and Negro populations. The Black population is predominantly found in the several larger urban centers. There is, also, an influx of of Mexic[illegible], Puerto Rican and southern white migrant workers in the rural areas. A large number of former migrant workers now have settled permanently in this region of Michigan. Approximately 20% of the population are considered functionally illiterate and less than an eighth grade education. There are 36 Adult Basic Education programs in this area with an enrollment of slightly over two-thousand adults.

The populous metropolitan and suburban section of Southeastern Michigan comprised the third geographical area for Project ENABEL. It was felt that the ABE task in Detroit differed significantly from the task in suburban communities; hence, the area was divided into two separate units, (1) Detroit and (2) Southeast Michigan, to more effectively provide in-service education for administrators, counselors, teachers and aides. The division of the area

enabled participants to focus on specific educational problems concerning their local ABE programs and their communities.

Detroit's thirteen state externs were divided into two groups, five of whom were assigned, along with out-state externs, to Region IIIA, and the remaining eight were assigned, along with other externs, to Region IIIB. Region IIIA was then comprised of one-half of the Detroit Public School system's adult basic education workers and the following suburban and metropolitan areas: Anchor Bay, Avondale, Birmingham, Centerline, Clawson, Clarkston, Clintondale, Ecorse, Fitzgerald, Grosse Pointe, Harper Woods, Hazel Park, Lakeview, Lamphere School District, Madison School District, Madison School District, Mt. Clemens, and New Haven. The districts in Region IIIB, in addition to half of Detroit, were Oak Park, Peck Community Schools, Ferndale, Pontiac, Port Huron, Richmond, Rochester, Roseville, Royal Oak, St. Clair County Community College, St. Clair River Area Program, Southfield, Utica, Van Dyke Public Schools, Warren Woods, Warren Consolidated and Waterford township.

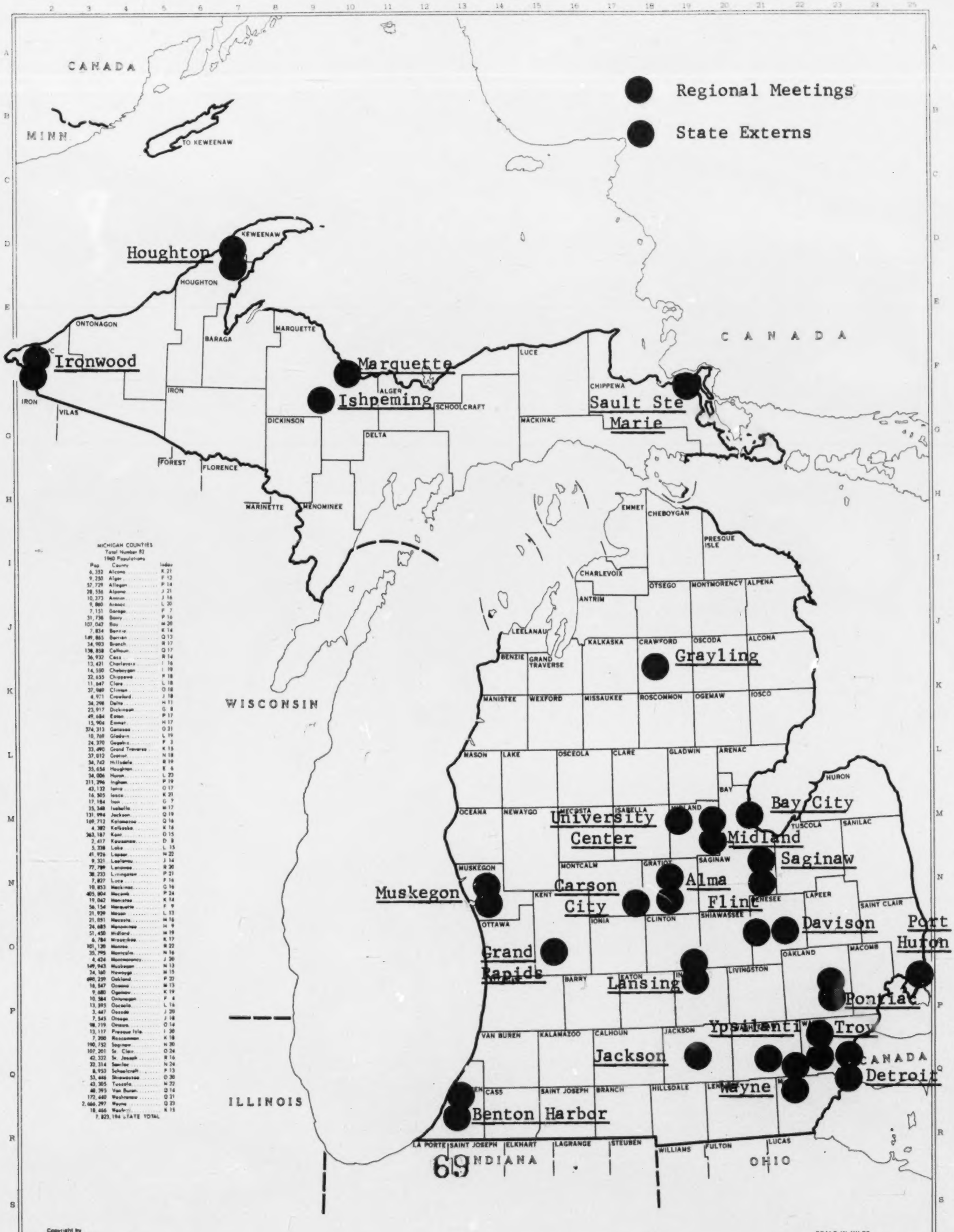
Adult Basic Education students in Area IIIA reside in sidely different communities and come from different economic classes. The majority of the adult basic education students living in the two large metropolitan centers served by Area IIIA teaching personnel in Pontiac and Detroit are Negro. In Detroit approximately another 30% of the ABE enrollment is comprised of foreign-born students.

Adult basic education students in Area IIIB generally reside in central city areas or suburban housing projects and developments. A substantial number of ABE students are employed as unskilled industrial laborers. The ABE classes are housed in centers which are accessible to the clientele; housing projects, neighborhood schools, community centers, industrial plants, and churches. According to the 1960 census, the population make-up is basically Caucasian and Negro. The inner city areas have heavier concentrations of Negroes while sub-

urban areas are populated primarily by Caucasians. Approximately 22% of the population are considered functionally illiterate. There are 26 ABE programs in Area IIIB with an enrollment of over 5,000 adults.

STATE COUNTY OUTLINE MAP

MICHIGAN



MICHIGAN COUNTIES
Total Number 83
1960 Populations

Pop	County	Index
6,332	Alcona	K 21
9,250	Alger	F 12
57,729	Allegan	P 14
28,536	Alpena	J 21
10,373	Antrim	J 16
9,860	Arenac	L 20
7,131	Baraga	F 7
31,738	Barry	P 16
107,042	Bay	M 20
7,834	Benzie	K 14
149,865	Berrien	Q 13
34,903	Branch	R 17
136,858	Calhoun	Q 17
36,932	Cass	R 16
13,421	Charlevoix	I 16
14,550	Cheboygan	I 19
32,655	Chippewa	F 18
11,647	Clare	L 18
37,989	Clinton	O 18
4,871	Crawford	J 18
34,298	Delta	H 11
23,917	Dickinson	G 8
49,684	Eaton	P 17
15,904	Emmet	H 17
374,313	Genesee	O 21
10,769	Gladwin	L 19
24,370	Gogebic	F 3
33,490	Grand Traverse	K 15
37,012	Gratiot	N 18
34,742	Hillsdale	R 19
35,654	Houghton	E 6
34,006	Huron	L 23
211,296	Ingham	P 19
43,132	Ionia	O 17
16,505	Iosco	K 21
17,184	Iron	G 7
35,348	Isabella	M 17
131,994	Jackson	Q 19
169,712	Kalamazoo	Q 16
4,382	Kalkaska	K 16
363,187	Kent	O 15
2,417	Keweenaw	D 8
5,238	Lake	L 15
41,926	Lapeer	N 22
9,321	Leelanau	J 14
77,789	Lenawee	R 20
38,233	Livingston	P 21
7,827	Luce	F 16
10,853	Mackinac	G 16
405,804	Macomb	P 24
19,042	Manistee	K 14
56,154	Marquette	F 9
21,929	Mason	L 13
21,051	Mecosta	M 16
24,685	Menominee	H 9
51,450	Midland	M 19
6,784	Missaukee	K 17
101,120	Monroe	R 22
35,795	Montcalm	N 16
4,424	Montmorency	J 20
149,943	Muskegon	N 13
24,160	Newaygo	M 15
690,259	Oakland	P 23
16,547	Oceana	M 13
9,680	Ogemaw	K 19
10,584	Ontonagon	F 4
13,995	Osceola	L 16
3,667	Oscoda	J 20
7,545	Otsego	J 18
98,719	Ottawa	O 14
13,117	Presque Isle	I 20
7,700	Roscommon	K 18
190,752	Saginaw	N 20
107,201	St. Clair	O 24
42,332	St. Joseph	R 16
32,314	Sanilac	N 24
8,953	Schoolcraft	F 13
53,468	Shiawassee	O 20
43,305	Tuscola	N 22
48,795	Van Buren	Q 14
172,440	Washtenaw	Q 21
2,666,297	Wayne	Q 23
18,666	Wexford	K 15
7,823,194	STATE TOTAL	

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Figure 5

PROJECT ENABEL AREA EXTERNS

Northeastern, Michigan

George Adams
Saginaw, Michigan

Rev. James Alston
Saginaw, Michigan

Helen Anthony
Alma, Michigan

Arvid Arvilla
Mt. Morris, Michigan

Bernice Barlow
Saginaw, Michigan

Beverly Boggs
Alma, Michigan

Ray Boggs
Alma, Michigan

Robert Bovee
Grayling, Michigan

Maynard Christensen
Alma, Michigan

Elzie Clemons
Flint, Michigan

Charles Coggin
Flint, Michigan

John Conger
Owosso, Michigan

Mrs. Edward Cook
Flint, Michigan

Kent Copeman
Hadley, Michigan

Carmen Correll
Rosebush, Michigan

Leslie Cronk
Mt. Pleasant, Michigan

Larry Crook
Midland, Michigan

Don Dansereau
Mt. Morris, Michigan

Tom DeGrow
Mt. Pleasant, Michigan

William Dietzel
Flint, Michigan

Jeanette Downs
Flint, Michigan

Elaine Ducharme
Saginaw, Michigan

Mary M. Engel
Flint, Michigan

Diana Ferguson
Midland, Michigan

Marilyn Finch
Alma, Michigan

Barbara Floyd
Saginaw, Michigan

Dave Gabrielson
Alma, Michigan

Elmer Galley
Flint, Michigan

Ruth Ann Gibbs
St. Louis, Michigan

Marguerite Graham
Alma, Michigan

Mary Gross
Flint, Michigan

Peter Haas
Mt. Pleasant, Michigan

Carol Hale
Flint, Michigan

Karyl Hartzler
Remus, Michigan

Paul Henry
Mt. Morris, Michigan

Rolanda Holland
Linwood, Michigan

Coyla J. Holt
Flint, Michigan

John Hoy
Midland, Michigan

Peter Ingvarsson
Grayling, Michigan

Marion Johnson
St. Louis, Michigan

Richard Johnson
Gladwin, Michigan

Ike Launstein
St. Louis, Michigan

Eleanor Lentz
Alma, Michigan

Gladys Levi
Saginaw, Michigan

Sister Mary Ervin
Bay City, Michigan

Sister Mary Jude
Bay City, Michigan

Velma McClintic
St. Louis, Michigan

Shirley McClure
Gladwin, Michigan

Ginny McDonald
Alma, Michigan

Helen McDowell
Saginaw, Michigan

Jerry Michalsky
Bay City, Michigan

Northeastern, Michigan; cont.

Mary Micinski
Flint, Michigan

John Moliarra
Flint, Michigan

John Palmer
Alma, Michigan

Bethany Parker
Saginaw, Michigan

Clarence Pease
Auburn, Michigan

Molly Perez
Alma, Michigan

David Potrgua
Midland, Michigan

Monroe Price
Mt. Pleasant, Michigan

Ruth Pullman
Alma, Michigan

Maria Ramirez
Breckenridge, Michigan

Sharon Reiber
Saginaw, Michigan

Dorothy Reno
Bay City, Michigan

Paula Ridley
Flint, Michigan

Charles Samuels
Saginaw, Michigan

Willa Schwartz
Unionville, Michigan

Naftalia Serna
Stanton, Michigan

L. H. Sherbeck
Bay City, Michigan

Ann Shock
Pompeii, Michigan

Anna Sigura
Saginaw, Michigan

Clyde Stephen
Saginaw, Michigan

Sylvia Stephen
Saginaw, Michigan

Zae Stineman
Saginaw, Michigan

Marion Teagarden
Flint, Michigan

Rosa Torres
Mt. Pleasant, Michigan

Walker Townes
Flint, Michigan

Dale Trimble
Corunna, Michigan

Merlin Valler
Mt. Morris, Michigan

Shirley Watson
Grand Blanc, Michigan

Idella White
Bay City, Michigan

Rose Williams
Flint, Michigan

Rosa Winchester
Saginaw, Michigan

Ruby Wofford
Saginaw, Michigan

Gladys Wolven
Ithaca, Michigan

Dorothy Zeoli
Mt. Pleasant, Michigan

Western Michigan

Ethel Ahnstrom
Muskegon, Michigan

Carole Atvur
Grand Rapids, Michigan

John Baker, Sr.
Lansing, Michigan

Sharon Barber
Orchard View, Michigan

Thenora Beard
Muskegon Heights, Michigan

Anette Bennett
St. Joseph, Michigan

E. Bivins
Grand Rapids, Michigan

Rebecca Bleyaert
Spring Lake, Michigan

Emily R. Bruck
East Lansing, Michigan

Jack Buege
Grand Rapids, Michigan

William W. Carter
Grand Rapids, Michigan

D. Clemmens
Muskegon Heights, Michigan

Cynthia Cole
East Lansing, Michigan

Dale Conklin
Holland, Michigan

Mrs. Marie Cornell
Holland, Michigan

Western Michigan; cont.

Tracie Cushman
Grand Rapids, Michigan

James Decker
Ada, Michigan

Shirley Denton
Benton Harbor, Michigan

Louis Drake
Grand Rapids, Michigan

Pat Duignan
Lansing, Michigan

John Dyksterhouse
Holland, Michigan

Helen Eanon
Benton Harbor, Michigan

Jorge Fernandez
Grand Rapids, Michigan

Jack Finn
Grand Rapids, Michigan

Mary Lou Frisbie
Grand Rapids, Michigan

Linda Fritz
Guroda, Michigan

George Garcia
Lansing, Michigan

Hazel Goff
Benton Harbor, Michigan

Betram Green
East Lansing, Michigan

Winabelle Gritter
Wyoming, Michigan

Trena Gross
Muskegon, Michigan

Joe Gutierrez
Holland, Michigan

Russ Harmelink
Grand Rapids, Michigan

Jane Harris
Lansing, Michigan

Lynn Hasko
Muskegon, Michigan

Sister Helen Louise
Lansing, Michigan

Earl Hilliard
Kalamazoo, Michigan

Margaret Hilliard
Kalamazoo, Michigan

Joyce Hofman
Grand Rapids, Michigan

Girenth Holladay
Jackson, Michigan

Carol Hubert
Jackson, Michigan

Sam Jersey
Holland, Michigan

Louis Johnson
Muskegon Heights, Michigan

Willie Journey
Jackson, Michigan

Norma Kemppainen
Grand Rapids, Michigan

Anne Kirby
Grand Rapids, Michigan

Kathy Kirkwood
Wyoming, Michigan

Jean Lambert
Muskegon, Michigan

Jim Lehman
Benton Harbor, Michigan

Cheryl Maclam
Grand Rapids, Michigan

Mrs. Clinton Maki
St. Joseph, Michigan

Olga Martinez
Muskegon, Michigan

Bill Matthews
Jackson, Michigan

Thelma Mattson
Muskegon, Michigan

Janet Lee Matzelaar
East Lansing, Michigan

Charles Miller
Spring Lake, Michigan

John Mixen
Muskegon, Michigan

Charles Moore
Benton Harbor, Michigan

L. Peggy Moore
Muskegon Heights, Michigan

Clayton Morgan
Benton Harbor, Michigan

Robert Murray
Muskegon Heights, Michigan

Danica Nikolich
Jackson, Michigan

Muriel Nye
Battle Creek, Michigan

Bonnie Olcott
Allegan, Michigan

Larry Page
Muskegon, Michigan

Johnetta Perkins
Grand Rapids, Michigan

Ezelle Phaneuf
Augusta, Michigan

Erick Pifer
Covert, Michigan

Dick Pointon
Lansing, Michigan

72

Western Michigan; cont.

Thomas Poltrock
Goodwin Heights, Michigan

Jo Anne Post
Grand Rapids, Michigan

Anderson Potts
Grand Rapids, Michigan

Gracie Ramierez
Holland, Michigan

Fred Randolph
Benton Harbor, Michigan

Annetta Ribbens
Grand Rapids, Michigan

C. T. Richards
Benton Harbor, Michigan

Lois Richards
Benton Harbor, Michigan

Sandy Richards
Benton Harbor, Michigan

Thomas Rochow
Allegan, Michigan

Kay Salo
Allegan, Michigan

Juan Armando Sanceda
Perry, Michigan

Joe Sanchez
Perry, Michigan

Maria Schiewe
Lansing, Michigan

Pat Shafer
Orchard View, Michigan

Frances Siems
Holland, Michigan

Tony Smith
Grand Rapids, Michigan

Joan Stephens
Muskegon, Michigan

Joyce Stone
Grand Rapids, Michigan

Betty Strauss
Benton Harbor, Michigan

Connie Strong
Kalamazoo, Michigan

Betty Stuckman
Lansing, Michigan

Dorothy Sullivan
Muskegon, Michigan

James Tackmann
Allegan, Michigan

Marge Tackmann
Allegan, Michigan

Ann Taliaferro
Lansing, Michigan

Janice Tantery
Kalamazoo, Michigan

Susan Thiel
Allegan, Michigan

Doug Twa
Spring Lake, Michigan

Carol A. Vanas
Muskegon, Michigan

Sylvia VanBrocklin
Benton Harbor, Michigan

Albert Vandak
Muskegon Heights, Michigan

Karen VanderMolen
Grand Rapids, Michigan

Jan VanReusen
Grand Rapids, Michigan

Bob Vondale
East Lansing, Michigan

Chester Ward
Grand Rapids, Michigan

Diane Ward
Grand Rapids, Michigan

Luther Ward
Grand Rapids, Michigan

Sherry Ward
Grand Rapids, Michigan

Naldine Watson
Benton Harbor, Michigan

Tom Wenger
Ada, Michigan

Hazel Whipple
Benton Harbor, Michigan

Gary Williams
Wyoming, Michigan

Virginia Wolf
Benton Harbor, Michigan

J. E. Wyche
East Lansing, Michigan

Joan Young
Holland, Michigan

Margaret Zerby
Okemos, Michigan

73

PROJECT ENABEL II 1970 MICHIGAN STATE UNIVERSITY
REGION 1 NORTHEASTERN MICHIGAN

75

PROJECT ENABEL II 1970 MICHIGAN STATE UNIVERSITY
REGION 2 WESTERN MICHIGAN

PROJECT ENABEL II 1970 MICHIGAN STATE UNIVERSITY
REGION 3B DETROIT MICHIGAN

99

PROJECT ENABEL II 1970 MICHIGAN STATE UNIVERSITY
REGION 3A DETROIT MICHIGAN

78-84
67

PROJECT ENABEL II 1970 MICHIGAN STATE UNIVERSITY
REGION 4 UPPER MICHIGAN, WISCONSIN, MINNESOTA

Southeast Michigan, AREA IIIA

George Adam
Westland, Michigan

Mildred Aldrich
Inkster, Michigan

Theodore Anchell
Detroit, Michigan

Ricardo Andretta
Detroit, Michigan

Helen Baker
Detroit, Michigan

Doris Baty
Detroit, Michigan

Marjorie Beecher
Detroit, Michigan

Ann Billock
Westland, Michigan

Robert Bomer
Detroit, Michigan

Patricia Bondo
Detroit, Michigan

Melvin Breaux
Detroit, Michigan

Evelyn Brown
Detroit, Michigan

Michael Burley
Monroe, Michigan

Martha Burnstein
Ann Arbor, Michigan

Loreno Burton
Romulus, Michigan

Clara Butler
Detroit, Michigan

Marvin Camp
Detroit, Michigan

Vincent Caporale
Detroit, Michigan

Maggie Carpenter
Ypsilanti, Michigan

Norma Coleman
Detroit, Michigan

Ruth Collina
Detroit, Michigan

Marjorie Cowan
Detroit, Michigan

Margaret Crosthwaite
Detroit, Michigan

Clare Curran
New Boston, Michigan

Agnes Davis
Detroit, Michigan

Beward Dent
Detroit, Michigan

Richard Dicesore
Dearborn, Michigan

John Dickerson
Detroit, Michigan

Charles Duncan, Jr.
Detroit, Michigan

Mary Lou Durbin
Plymouth, Michigan

Lucie Ekvall
Detroit, Michigan

Barbara Elam
Ann Arbor, Michigan

Patricia Fearnley
Highland Park, Michigan

Joseph Focarty
Westland, Michigan

Edna Freeman
Highland Park, Michigan

Karen Friedman
Detroit, Michigan

79

Gladys Gadsdin
Detroit, Michigan

Vera Garland
Detroit, Michigan

John Gavrila
Riverview, Michigan

Florence Gaynes
Detroit, Michigan

Elsie Gilman
Detroit, Michigan

Ephrain Graham, Jr.
Detroit, Michigan

Robert Griffie
Detroit, Michigan

Joel Hackett
Detroit, Michigan

Philip Halper
Detroit, Michigan

Nancy Hargrove
Detroit, Michigan

John Harrison
Wayne, Michigan

Ann Hatch
Ypsilanti, Michigan

Ray Hawkins
Detroit, Michigan

Beatrice Hernandez
Wayne, Michigan

William Hill
Detroit, Michigan

Doris Hodge
Detroit, Michigan

John Holm
Detroit, Michigan

Jacquelyne Huddleston
Detroit, Michigan

Southeast Michigan, AREA IIIA; cont.

Peyton Hutchison
Detroit, Michigan

Ronald Jackson
Detroit, Michigan

Edith Jacques
Ypsilanti, Michigan

Vahan Janoyan
Detroit, Michigan

Sister Jeanine Petrikin
Wayne, Michigan

Sister Joann Blanke
Detroit, Michigan

Frances Johnson
Detroit, Michigan

Nancy Joynt
Detroit, Michigan

F. Otto Katscher
Detroit, Michigan

Karin Katscher
Detroit, Michigan

Audrey Koloff
Detroit, Michigan

Harrette Krite
Detroit, Michigan

Valerie Komives
Detroit, Michigan

Howard Kullen
Detroit, Michigan

Carol Lawton
Detroit, Michigan

W. MacAllister
Detroit, Michigan

Lary Mackey
Ypsilanti, Michigan

Bernard Mangham
Detroit, Michigan

Joseph Margnatta
Detroit, Michigan

Mary Martin
Detroit, Michigan

Joel D. Marwil
Romulus, Michigan

Sister M. Rosary Mayer
Wayne, Michigan

E. A. Mathias
Highland Park, Michigan

Mary McAlpine
Detroit, Michigan

William Mc.Donald
Wayne, Michigan

Albert McGregor
Detroit, Michigan

Marguerite McGuffin
Westland, Michigan

Robert Mehoke
Southfield, Michigan

Lynn Miller
Highland Park, Michigan

Roy Monks
Highland, Michigan

Kate Montgomery
Detroit, Michigan

Grace Moorman
Detroit, Michigan

Geotge Moroz
Detroit, Michigan

Val Nannarone
Dearborn Heights, Michigan

Paul Nastoff
Wayne, Michigan

Alfred Neelands
Ann Arbor, Michigan

James Nelms
Westland, Michigan

Dale Nicholas
Warren, Michigan

Mary Novenski
Detroit, Michigan

Ida Olshansky
Detroit, Michigan

Jean Parker
Detroit, Michigan

Ethel Patton
Detroit, Michigan

Nandell Penn
Detroit, Michigan

Creola Powell
Inkster, Michigan

LeRoy Rice
Detroit, Michigan

Roosevelt Richards
Detroit, Michigan

Ernest Rouss
Detroit, Michigan

Marguerite Saddler
Detroit, Michigan

Lisa Savickas
Southfield, Michigan

Thelma Schenck
Ypsilanti, Michigan

Margueritte Shimmin
Detroit, Michigan

Laurel Sieloff
New Boston, Michigan

Irene Sinclair
Detroit, Michigan

Alberta Singelyn
Detroit, Michigan

80

Southeast Michigan, AREA IIIA; cont.

Jerome Sleuhn
Wayne, Michigan

Gina Smith
Garden City, Michigan

Mattie Snead
Detroit, Michigan

Norton Spencer
Detroit, Michigan

Catherine Spengler
Detroit, Michigan

Robert Stallworth
Detroit, Michigan

Adrian Stanford
Ypsilanti, Michigan

Richard Swanson
Detroit, Michigan

Kenson Swer
Southfield, Michigan

Mollie Tendler
Detroit, Michigan

Rhoda Terlizze
Detroit, Michigan

Richard Thompson
Taylor, Michigan

Edna Tipton
Ypsilanti, Michigan

Larry Tuffin
Detroit, Michigan

John Vance
Detroit, Michigan

Rosey Wardlow
Detroit, Michigan

Rucker Warren
Detroit, Michigan

Dennis Wheeler
Detroit, Michigan

Ruth Wheeler
Detroit, Michigan

Marian White
Detroit, Michigan

Alma Whitley
Detroit, Michigan

Suzanne Wickenhaiser
Monroe, Michigan

Alvah Wickey
Detroit, Michigan

Lois Williams
Detroit, Michigan

N. Williams
Detroit, Michigan

Stanley Williams
Detroit, Michigan

Arabella Wilson
Detroit, Michigan

Bill Wolfe
Taylor, Michigan

G. F. Woods
Detroit, Michigan

Southeast Michigan, AREA IIIB

Larry Archey
Troy, Michigan

Dolores Blount
Ferndale, Michigan

Jerry Breen
Ferndale, Michigan

Cathie Buck
Ferndale, Michigan

Rebecca Broughton
Ferndale, Michigan

Anna Mae Burdi
Ferndale, Michigan

Juliet Berryhill
Pontiac, Michigan

Mary Briggs
Pontiac, Michigan

Ruth Beresh
Troy, Michigan

Minnie Boode
Pontiac, Michigan

Ralph Bielawski
Fraser, Michigan

Charm Blakely
Troy, Michigan

Mary Bader
Royal Oak, Michigan

Charles Creech
Royal Oak, Michigan

Ralph Chenoweth
St. Clair Shores, Michigan

Murle J. Campbell
St. Clair Shores, Michigan

Mrs. Harold Cass
Wayne, Michigan

Pauline Cooper
Pontiac, Michigan

Sandra Doron
Ferndale, Michigan

Frank DeSantis
Hazel Park, Michigan

Jerry Dough
Pontiac, Michigan

81

Southeast Michigan, AREA IIIB; cont.

Jerry Douglas
Pontiac, Michigan

Daniel Davison
Waterford Twp., Michigan

John Dumas
Waterford twp., Michigan

Aneeta Daniels
Pontiac, Michigan

K. Eagen
Troy, Michigan

John Floyd
Ferndale, Michigan

Gretchen Forrester
Mt. Clemens, Michigan

Sharon Grisdale
Ferndale, Michigan

Leonard A. Gadzinski
Hazel Park, Michigan

Johnnie Gillespie
Pontiac, Michigan

Mrs. Billy Gordan
Pontiac, Michigan

Natalie Glime
Troy, Michigan

J. C. Gillespie
Pontiac, Michigan

Eric Harrison
Birmingham, Michigan

James Hermans
St. Clair Shores, Michigan

Dan Iacovetta
St. Clair Shores, Michigan

Sarah James
Royal Oak, Michigan

Helen Kennessey
Hazel Park, Michigan

Bill Kromer
Hazel Park, Michigan

Phil Keils
Pontiac, Michigan

Ray Kaher
Southfield, Michigan

Dorothy Kosovac
Ferndale, Michigan

Jane Lapinski
Hazel Park, Michigan

Mrs. K. H. Lahsmet
Troy, Michigan

Doug Light
Royal Oak, Michigan

Marie Logan
Pontiac, Michigan

Esther Littman
Oak Park, Michigan

Gerald Moots
East Detroit, Michigan

Jerry Motz
East Detroit, Michigan

Mike Miller
Ferndale, Michigan

Helen Moss
Royal Oak, Michigan

Eddie Mong
Pontiac, Michigan

Robert Mehoke
Bloomfield Hills, Michigan

Norman R. Miller
Detroit, Michigan

Arthur Olds
East Detroit, Michigan

Gertrude Olds
Utica, Michigan

Walter Pyszora
East Detroit, Michigan

Mary Paul
Pontiac, Michigan

Mary Payne
Pontiac, Michigan

Charles Payne
Mt. Clemens, Michigan

Tom Pankey
Rochester, Michigan

Fred Rosa
East Detroit, Michigan

Sheri Rhein
Troy, Michigan

Eileen Ryke
Southfield, Michigan

Barbara Spears
Ferndale, Michigan

Lynn Stuvi
Ferndale, Michigan

Rhea Sullivan
Ferndale, Michigan

Jacqueline Smith
Pontiac, Michigan

Mrs. Shirley Swegles
Port Huron, Michigan

Peggy Smith
Royal Oak, Michigan

Ken Siver
Southfield, Michigan

Kathleen Thebo
Pontiac, Michigan

Patricia Tibbs
Pontiac, Michigan

Anthony Walawender
East Detroit, Michigan

Southeast Michigan, AREA IIIB; cont.

Janice Wilson
Mt. Clemens, Michigan

Annis Walton
Pontiac, Michigan

Julia Winzer
Pontiac, Michigan

Rose Wiggins
Berkley, Michigan

Christine Welliver
Southfield, Michigan

Mary Weary
Walled Lake, Michigan

Bill Wentz
Ferndale, Michigan

Dave Waddell
Royal Oak, Michigan

Wanda Youngston
Ferndale, Michigan

Robert Young
Farmington, Michigan

Upper Peninsula, Michigan

Clyde Ball
Sault Ste. Marie, Michigan

Ruth Brown
Sault Ste. Marie, Michigan

Rose Battiste
Pence, Wisconsin

Bernice Bal
West Iron Co., Michigan

Irene Bottger
Iron River, Michigan

Judith Bryant
Calumet, Michigan

Nettie Bianchi
Calumet, Michigan

Julius M. Clapp
Munsing, Michigan

Muriel Denton
Rudyard, Michigan

Jim Denton
Rudyard, Michigan

Dianne DesJardin
Hubbel, Michigan

June Ewing
Sault Ste. Marie, Michigan

Mildred Enich
Sault Ste. Marie, Michigan

Elwood Erickson
Marquette, Michigan

Leona S. Erickson
Escanaba, Michigan

Ruth Fairbanks
Sault Ste. Marie, Michigan

Marilyn Fawcett
Gwinn, Michigan

Agnes Fulayter
Calumet, Michigan

Shirley Girard
Marquette, Michigan

Robert E. Greenlund
West Iron Co., Michigan

Kasne Hodges
Pickford, Michigan

William Hempel
St. Ignace, Michigan

Bob Hager
Escanaba, Michigan

Christine Johnson
Houghton, Michigan

Kathy Jones
Calumet, Michigan

Charlotte Kibble
Sault Ste. Marie, Michigan

Hugo Kulju
Negaunee, Michigan

Bob Koski
Escanaba, Michigan

Eleanor Kirkish
Houghton, Michigan

Katherine Kososki
Ishpeming, Michigan

Sandra Liberty
L'Anse, Michigan

Kathleen Leonard
Calumet, Michigan

John F. McDonald
Sault Ste. Marie, Michigan

Mrs. John F. McDonald
Sault Ste. Marie, Michigan

Helen Mullally
St. Ignace, Michigan

Taimi Martinson
Ironwood, Michigan

Don Mourand
Ishpeming, Michigan

William A. Poppink
Sault Ste. Marie, Michigan

Mrs. William A. Poppink
Sault Ste. Marie, Michigan

Upper Peninsula, Michigan; cont.

Florence Petkus
Sault Ste. Marie, Michigan

Katherine Picel
Negaunee, Michigan

Leda Quigley
Sault Ste. Marie, Michigan

Ruth Randazzo
Sault Ste. Marie, Michigan

Paul Rader
Munising, Michigan

Carol Rouse
Calumet, Michigan

Lee Rowe
Gwinn, Michigan

Dan Schofield
Calumet, Michigan

Don Shirley
L'Anse, Michigan

Mrs. Esther Swanson
Ironwood, Michigan

Don Sartorelli
West Iron Co., Michigan

Rose Thomas
Calumet, Michigan

Rena Vittory
Ironwood, Michigan

Delores Voxx
Calumet, Michigan

Bernice H. Williams
Negaunee, Michigan

Elton Yellowfish
Sault Ste. Marie, Michigan

OHIO

In Ohio Project ENABEL worked with the northern tier of counties from Toledo on the West to Ashtabula on the East. There were seven State Externs from five different school districts. However, as can be seen from the list of regional externs we drew people from any other parts of Ohio, although the primary emphasis was placed in the northern part of the State.

The greatest impact on adult basic education in Ohio was to create an awareness of the need for counseling along the lines of the helping relationship as put forth by Dr. Norman Kagan. It appeared during the year that in Ohio there had been a notion that only professionally certified counselors could assist in the area of counseling and guidance. ENABEL clearly has created an awareness of the need for all ABE staff, whether they be directors, teachers, or counselors to be concerned with performing guidance functions on behalf of ABE students.

It is hoped that, as the result of the meeting held at Norwalk and of possible future workshops with emphasis on rural communities, more programs will develop in the rural areas of Ohio.

There were 121 area externs from 30 different ABE programs which repre-wented 30 different school districts. Another 100-125 persons were served in consultations and local staff training efforts.

On October 9, 1970, a follow-up seminar with state externs from both Indiana and Ohio was held at Cleveland, Ohio. In terms of area institutes in Ohio, there were 3 in all. The first was held at the Erie-Huron-Ottawa Vocational Education Center at Norwalk, Ohio on October 24, 1970. The second was held at Baldwin-Wallace College in Berea, Ohio on December 5, 1970. The third and final area institute was held at the University of Toledo on March 6, 1971.

85

Ohio and Indiana functioned as one area at the follow-up seminar held at Cleveland, Ohio on October 9-10 with the Ohio and Indiana state externs. The following topics were discussed: Counseling ABE Students, Learning Centers in Indiana, Comments from the Ohio State Department, and Planning Session for Indiana State Externs, and planning session for the Ohio State Externs.

On October 24, 1970, the first Ohio institute was held in Norwalk, Ohio. The general theme was "Workshop for Teachers, Counselors and Administrators in the Small ABE Programs in Ohio" The major concern at this institute was the establishment and enlargement of programs in the northern tier of counties in the state of Ohio. We dealt with the following items: Introduction to Project ENABEL, Adult Basic Education in small Ohio communities as viewed by the State Department, ENABEL and the Adult Learner, Teaching Adults, Recruitment of Students, and Administration of Programs.

The second institute held at Baldwin-Wallace College on December 5, 1970 again was for teachers, counselors, and administrators of adult basic education programs. The following items were of primary concern: Introduction to Project ENABEL, The Role of Counseling in ABE, The Intake Process in ABE, The Helping Relationship, and Exercises in the Helping Relationship.

The third Project ENABEL institute in Ohio was held at the University of Toledo, March 6, 1971. It was aimed at teachers, counselors and administrators of adult basic education programs. The following items were of primary concern at this workshop: What is Project ENABEL, Comments on the ABE Program in Toledo, What Can and Should Be Done in the 70's in ABE, Classroom Demonstration of Teaching Methods and Techniques, Ideas on Motivation and Recruitment as Tried in Ohio ABE Programs, and Pupil Recruitment, Motivation and Retention.

STATE COUNTY OUTLINE MAP

OHIO

87

Figure 6

AREA EXTERNS
OHIO

June Antoine
Cleveland, Ohio

Clare Allen
Cleveland, Ohio

Pearl F. Allen
East Cleveland, Ohio

Jennifer Ames
Toledo, Ohio

Ruthanna Adams
Toledo, Ohio

Lois Boney
Cleveland, Ohio

Shirley Brown
Cleveland Heights, Ohio

Sister Coletta Bast
Cleveland, Ohio

Mary Holden Baker
Cleveland, Ohio

Mary Burks
Cleveland, Ohio

Ophelia Banks
Holland, Ohio

Gladys Beins
Toledo, Ohio

Bessie Burns
Cleveland, Ohio

Vera Baymiller
Toledo, Ohio

Alicia Barboza
Toledo, Ohio

Gordon Chavis
Woodville, Ohio

Betty Chavis
Woodville, Ohio

Ervin Carpenter
Sandusky, Ohio

Alfred D'Aliberti
Lakewood, Ohio

K. C. DeGood
Toledo, Ohio

Jerry Drone
Akron, Ohio

Nancy De la Garza
Toledo, Ohio

Ulises De la Garza
Toledo, Ohio

Dan Foreman
Eltove, Ohio

Josephine Feinster
Cleveland, Ohio

Florence Fletcher
Cleveland, Ohio

Janis Green
Painesville, Ohio

Marie Graham
Cleveland, Ohio

Seymour Greermeter
Cleveland, Ohio

Jessie Grant
Cleveland, Ohio

Gertrude Glann
Cleveland, Ohio

William Gee
Berea, Ohio

Clarence Gump
Toledo, Ohio

Eloise Gould
Toledo, Ohio

Sylvester Gould
Toledo, Ohio

George Gusses
Toledo, Ohio

Bernice Guy
Toledo, Ohio

Alice Gross
Toledo, Ohio

Carmen Griffin
Sylvania, Ohio

Ohio; cont.

Naomi Goings
Toledo, Ohio

Cornelia Hannah
Cleveland, Ohio

Mary Holt
Cleveland, Ohio

Olga Horvath
Cleveland, Ohio

Jean Heine
Bay Village, Ohio

Adelaide Huntley
Toledo, Ohio

Jack Hearns
Warrensville Heights, Ohio

Ella Johnson
Oberlin, Ohio

Andrew J. Jordan
Holland, Ohio

Miss Sylvia Jackson
Toledo, Ohio

Mrs. Sylvia Jackson
Toldeo, Ohio

Helen Ketcham
Cleveland, Ohio

Sandra Kynes
Middleburg Heights, Ohio

Janice Kennedy
Marion, Ohio

Karl Kessler
Columbus, Ohio

Kent Kloman
Columbus, Ohio

Emil Lisak
Mt. Vernon, Ohio

Gleen Looman
Oberlin, Ohio

Marilyn Lathrop
Medina, Ohio

Ruth Morgan
Clyde, Ohio

Mary Ann Miller
Zanesville, Ohio

Janice McKee
Cleveland, Ohio

Leroy McGee
Cleveland, Ohio

Margueritte Mulhern
Cleveland, Ohio

Sallie Moore
Cleveland, Ohio

Renita McElya
Toledo, Ohio

Carl Michael
Mt. Vernon, Ohio

Esther McPherson
Toledo, Ohio

Elmer McGruder
Toledo, Ohio

Robert McNamara
East Liverpool, Ohio

Clifton Moseley
Akron, Ohio

Sally Moore
Cleveland, Ohio

Joan McAuley
Cleveland, Ohio

James McAuley
Cleveland, Ohio

Paul McFarland
Cincinnati, Ohio

Mr. Moon
Cleveland, Ohio

Miss Ruth Moon
Cleveland, Ohio

Viola Nix
Toledo, Ohio

R. James Norton
Elgria, Ohio

Robert Neudland
Shelby, Ohio

Bernice O'Brien
Cleveland, Ohio

Margaret O'Donnel
Cleveland, Ohio

Estelle Oechsler
Toledo, Ohio

Dorothy Power
Cleveland, Ohio

Theorline Parker
Cleveland, Ohio

Thelma Pierce
Cleveland, Ohio

Patsy Patterson
Cleveland, Ohio

Moses Pacheco
Toledo, Ohio

Raymond Pacheco
Toledo, Ohio

Carl A. Riegel
Clyde, Ohio

J. M. Richmond
Cleveland, Ohio

Elena Rapp
Cleveland, Ohio

Etta M. Rivers
Toledo, Ohio

Richard Stoffer
Homeworth, Ohio

Ohio; cont.

William Scruta
Cleveland, Ohio

Donna Shaffer
Toledo, Ohio

Dorothy Shaffer
Sandusky, Ohio

Jessie Sporek
Sylvania, Ohio

Jeanne Scott
Toledo, Ohio

Ida Schulman
Cleveland Heights, Ohio

Lillian Stein
Shaker Heights, Ohio

Ruth Scott
Dayton, Ohio

Wilfred Spevak
Toledo, Ohio

Melinda Sanchez
Toledo, Ohio

Mary Stewart
Toledo, Ohio

George Travis
Columbus, Ohio

Dortha Thomas
Marion, Ohio

Ramona Trujillo
Toledo, Ohio

Howard Veekorp
Vinton, Ohio

Chester Varney
Cleveland, Ohio

Michael Voinovich
Cleveland, Ohio

Elizabeth Verlee
Cleveland, Ohio

Louis Visintainer
Parma, Ohio

Glisalset von Baboryi
Sciotoville, Ohio

Martha Vermillion
Marion, Ohio

Karen Williams
Clyde, Ohio

Ellen Wilde
Cleveland, Ohio

Molly Williams
Warren, Ohio

Lucy Weaver
Toledo, Ohio

Dennie Wittman
Toledo, Ohio

Nathaniel Young
Toledo, Ohio

Thurley Zabar
Cleveland, Ohio

91

80

PROJECT ENABEL II 1970 MICHIGAN STATE UNIVERSITY
REGION 6 INDIANA, OHIO

WISCONSIN

The Adult Basic Education Program in the State of Wisconsin is primarily an urban program. Under the direction of Miss Charlotte Martin, the Adult Basic Education Director for the State and Mr. John Ostrom, the Michigan state intern coordinator, a program of regional workshops were designed for the state.

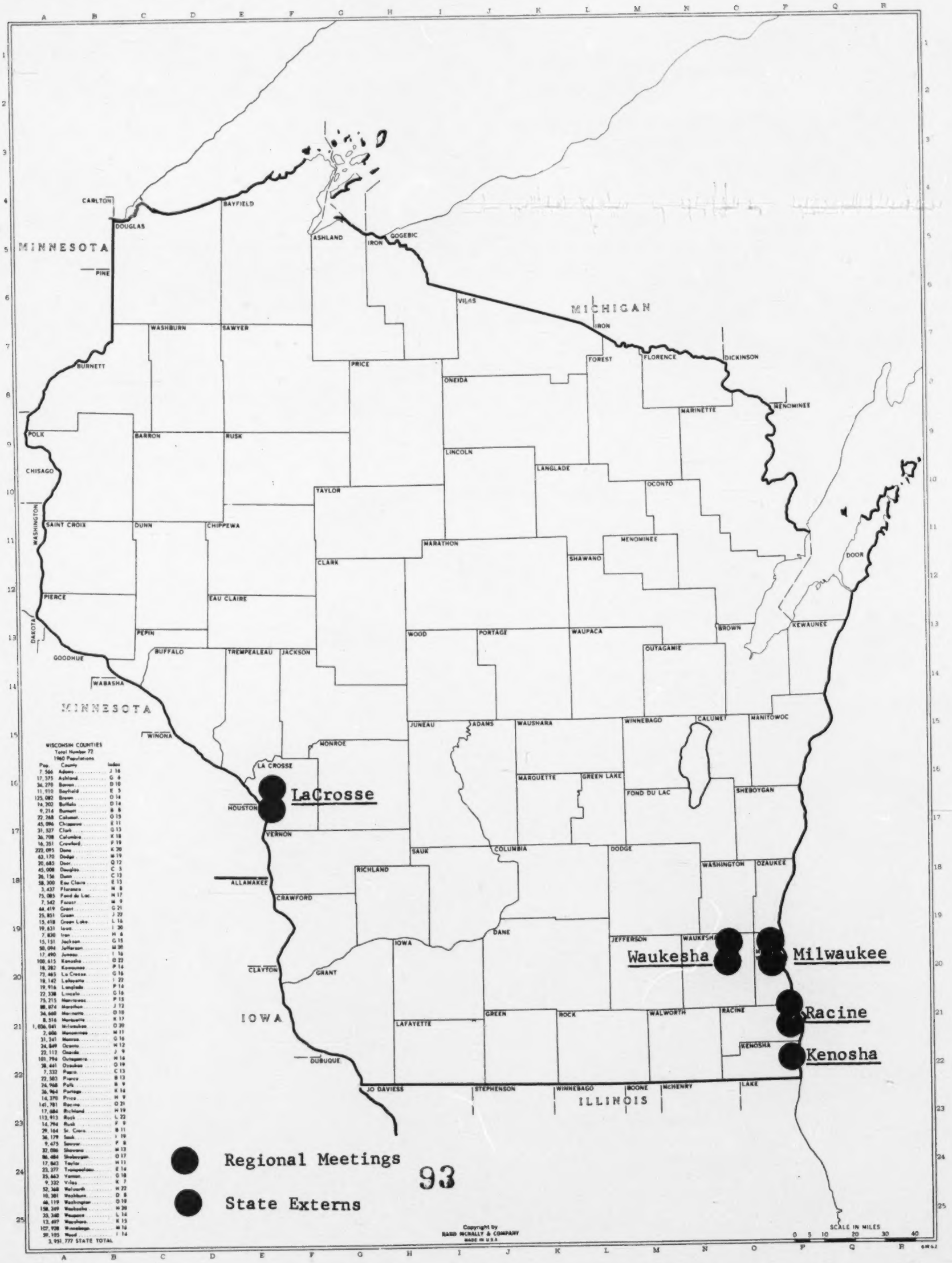
The most populous section of Wisconsin lies on the western shore of Lake Michigan from north of Chicago to the northern limits of Milwaukee. In this section are the cities of Kenosha, Racine, Waukesha, and Milwaukee. The entire area from Kenosha to Milwaukee can be considered as industrial and urban. Wisconsin, as a whole, contains three other areas of population concentration: the Madison area, the Superior area, and the LaCrosse area.

In 1970-71 ENABEL reached into the cities of Racine, Milwaukee, Waukesha and LaCrosse. The ten externs that comprised the Wisconsin team were a highly skilled, extremely dedicated group. Each one was responsible for designing and implementing, along with the State Director of ABE, in-service institutes in one of the four areas. Approximately 150 ABE leaders registered and participated as area externs. The success of the institutes was due mainly to their hard work and dedication to the task of teacher training in ABE.

The institutes covered a variety of subjects of interest and importance to the ABE Programs in Wisconsin. Included in the curriculum was: counseling, administration, English for speakers of other languages, materials production, and mathematics. The weekend programs brought together for the first time, the teachers of ABE in a common search and sharing of information. They, along with the administrators, counselors and aides, felt that the workshops provided the needed platform for providing in-service training to their ABE personnel.

STATE COUNTY OUTLINE MAP

WISCONSIN



WISCONSIN COUNTIES
Total Number 72
1960 Populations

Pop.	County	Index
7,566	Adams	J 16
17,375	Ashland	G 6
34,270	Barron	D 10
11,910	Bayfield	E 5
125,082	Brown	O 14
14,202	Buffalo	D 14
9,214	Burnett	B 8
22,268	Calumet	O 15
45,096	Chippewa	E 11
31,527	Clark	G 13
36,708	Columbia	K 18
16,351	Crawford	F 19
222,095	Dane	K 20
63,170	Dodge	M 19
20,685	Door	Q 12
45,008	Douglas	C 5
26,156	Dunn	C 12
58,300	Eau Claire	E 13
3,437	Florence	M 8
75,085	Fond du Lac	N 17
7,542	Forest	M 9
44,419	Grant	G 21
25,851	Green	J 22
15,418	Green Lake	L 16
19,631	Iowa	I 20
7,630	Iron	M 6
15,151	Jackson	G 15
50,094	Jefferson	M 20
17,490	Juneau	I 16
100,615	Kenosha	Q 22
18,282	Kewaunee	P 14
72,465	La Crosse	G 16
18,142	Lafayette	I 22
19,916	Langlade	P 14
22,338	Lincoln	O 10
75,215	Manitowoc	P 15
88,874	Marathon	J 12
34,660	Marinette	O 10
8,516	Marquette	K 17
1,636,061	Milwaukee	Q 20
2,606	Menominee	M 11
31,361	Monroe	G 16
24,849	Oconto	M 12
22,112	Oneida	J 9
101,794	Outagamie	M 14
38,661	Ozaukee	O 19
7,332	Pepin	C 13
22,383	Pierce	B 13
24,968	Polk	B 9
36,964	Portage	K 14
14,370	Price	H 9
141,781	Racine	Q 21
17,684	Richland	H 19
113,913	Rock	L 22
14,794	Rusk	F 9
29,164	St. Croix	B 11
36,179	Sauk	J 19
9,675	Sawyer	F 8
32,086	Shawano	M 13
86,484	Sheboygan	O 17
17,843	Taylor	H 11
23,377	Trempealeau	E 14
23,663	Vernon	G 18
9,332	Vilas	K 7
52,368	Walworth	M 22
10,381	Washburn	D 8
46,119	Washington	O 19
158,249	Waukesha	N 20
33,348	Waupaca	L 14
13,497	Waushara	K 15
107,928	Winnebago	M 16
59,105	Wood	I 14
3,951,777	STATE TOTAL	

Figure 7

AREA EXTERNS
WISCONSIN

Lois Alpert
Antonio Analla
Maria Blong
Julia Brown
Jo Ellen Burns
Ann Bill
Nina Bowser
Freddy Billock
Israel Beard
Mildred Benson
Taft Benson
Aldo Bertolas
Phyllis Black
A. Bowie
G. Browder
Gilberto Barrera
Ventura Castaneda
Jan Chamvers
Babette Charney
I. Champion
Irene Canales
A. Davis
Frances Deavers
Graciela DeLaCruz
Donna Dollar
Hernan Franco
Yvonne Fiskum
Charles Fernandez
Jacqueline Favreau
Ingeborg Fagin
Michael Faucett
Chester Ferlazzo
Olivia Garcia
Thomas Graf
Ruby Grosskopp
Jimmii Givings
Rosario Gamino
Ralph Gonzalez
Lester Gierach
Don Graves
Carlos Gamino
Ernest Garza
Mike Gillespie
Nancy Goebel
Hugo Ganzalez
Sara Goodwin

Chris Guajardo
Frances Guajardo
Angeline Gutierrez
Paul Gratke
Sister Betty Herzog
Catherine Hansen
Greg Harris
Nancy Holmlund
Deloris Hinkelman
Maria Hernandez
Bill Harrison
William Hayes
L. Hales
Sister Valery Heffner
Mary Heinen
L. Ingram
Lannie Johnson
Chester Jones
Sister Mary Josephine
Maureen Josten
Dennis Jansen
Arthur Jersild
Kay Koehn
Grace Kassilke
Angie Karoiris
Prenton Kellenberger
M. Ketterling
Kay Kosma
Heidi Klessig
Epimenio Lopez
Sandy Lyden
Sister Mary Louise
Cathy LaChapelle
Jesse Little
W. Lunsford
Gaudalupe Ledezma
Raul Luna
John Meisenheimer
Mary Mahdasian
Geraldine Moore
Nannie Bea Moore
Jodie Mitz
E. Moore
Helen Martinez
Tony Martinez
Lorna Murphy

Jan Martin
Victor Nwagbaraocha
Alejandro Nieri
Ana Paik
Edgar Pflug
Marjorie Plapp
Cecilia Puskarich
Anthony Reis
Dr. Kathleen Runchey
James Richardson
Edward Rivers
Betty Ruf
L. Roberson
E. Robinson
Angeline Ramos
Luz Rivera
Betty Rodriguez
Rose Marie Rodriguez
Marie Schwichtenberg
Jose Suarez
Carol Schutt
Cora Soper
Ellsworth Steinbach
Joan Sheehy
Mary Kay Sheridan
S. Sharme
M. Stroud
Jesus Salas
James Swanson
Ed Semon
James Tagtmeyer
John Thompson
Lee Temkin
Charles Turman
Atsuko Tani
Lorenzo Tovar
Isidro Villa
Nina Walker
Florence Wesselius
Gilmore White
Jack Woodbury
Thelma Wilson
Mary Alice Williams
Edith Walter
Eugene Weddig
Rosann Young

Part VI

DEMOGRAPHIC DATA AND

EVALUATION OF ENABEL EXPERIENCE

DEMOGRAPHIC DATA AND EVALUATION OF ENABEL EXPERIENCE

The ENABEL II participants were asked to respond to an evaluation instrument during their final weekend seminar at Kellogg Center of the Michigan State University Campus. The Demographic Data and the self-evaluation reported in the following pages is the result of the responses to that instrument.

Demographic Characteristics

Sex of Questionnaire Respondents

The participants that responded were equally divided 50% were male and 50% were female.

Age of Participants

The ages of the participants were wide spread. Five percent of the state externs were under 25 years of age. Ten percent were between the ages of 26 to 30. Thirty-one percent were between the ages of 31 to 40 years. Thirty-five percent were between the ages of 41 to 50 years, and 17% were 51 years of age or older. The largest proportion of participants (66%) were between the ages of 30 and 50 years with the largest group (35%) between 41 and 50 years of age.

Highest Academic Credential of Participants

The state externs were asked to respond and indicate the highest academic credential they held. Six percent held a high school diploma. One percent held a community college or Associate in Arts degree. Thirty-five percent held at least a Bachelors degree. Forty-nine percent of the participants held a masters degree. Six percent held other degrees or no formal academic credentials.

Years of Experience in ABE Professional Work

The state externs were experienced as teachers, counselors or administrators. Eighteen percent had less than two years of experience in ABE. Thirty percent had between two and four years of experience in ABE. Forty-two percent had between five nine years of experience. Five percent of the state externs had between ten and

nineteen years of experience. Two percent had more than twenty years in ABE professional work. (Includes work designated for undereducated adults before the Adult Basic Education Act.)

Professional Roles in ABE

There have emerged a variety of roles in the ABE field. The ENABEL State Externs covered the whole range of potential roles in the profession. Forty-six percent of the State Externs served as teachers or teacher aides. Seventeen percent served as counselors. Eleven percent served as supervisors of programs. Twenty-one percent had roles as central administrators. Two percent held other roles not specifically identified on the questionnaire.

Racial Character of the ABE Students Served

The State Externs were asked to identify the racial group that predominated in their classes of Adult Basic Education. Fifty-two percent of the State Externs served predominately white students. Twenty-seven percent served predominately Black students. Four percent served predominately Mexican-American. One percent served predominately Asian students. Fifteen percent served heterogeneous groups not best described in terms of any predominant racial minority.

Racial Groups Served to Some Extent

The respondents were asked what social groups were served to some extent but did not predominate. Twenty percent served Mexican-Americans to some extent. Twelve percent served Asian students. Twenty-nine percent served black populations to some extent. Twenty-five percent served white students. Twelve percent served other than those designated on the questionnaire, the majority being American Indian or Puerto Rican students.

Population of the Area Served by Participants

The State Externs represented five states; Illinois, Indiana, Michigan, Ohio and Wisconsin. Thirty-nine percent worked in Urban Centers of more than 100,000

population. Thirty percent served Urban Centers of between 20,000 and 100,000 population. Sixteen percent served suburban areas. Ten percent worked in rural areas. Five percent failed to specify their work settings in the categories specified.

Extern Experience Evaluation

At the last weekend seminar held at Michigan State University the state externs were asked to evaluate their experience. The evaluation consisted of statements about attitude behavior, knowledge, and practices. Growth within the last year in any of these areas would be indicated by a positive response.

The scale was designed on a five point continuum. If the respondent agreed with the statement his response would have been 1 or 2. If the respondent disagreed with the statement his response would have been 4 or 5. Three was neither agree nor disagree.

The following questions and percent of responses are the result of the questionnaire:

Project ENABEL has been a positive influence on my professional growth in ABE.

1/81% 2/14% 3/1% 4/0% 5/2% No answer/2%

I have become more aware of the problems and concerns of the ABE student.

1/59% 2/29% 3/6% 4/2% 5/1% No answer/3%

I am more competent to deal with the resolution of problems of the ABE student.

1/36% 2/48% 3/13% 4/1% 5/0% No answer/2%

I have increased my understanding of the sensitivity of ABE students.

1/56% 2/32% 3/6% 4/1% 5/2% No answer/3%

I more fully understand the cultural differences between adult education and childhood education.

1/56% 2/27% 3/11% 2/1% 2/2% No answer/3%

I have clarified and expanded my conception of ABE.

1/61% 2/30% 3/6% 4/0% 5/1% No answer/2%

Planning and implementing Regional workshops has been valuable to me.

1/41% 2/41% 3/10% 4/5% 5/1% No answer/2%

I have grown to celebrate the rejection that comes when a dependent adult strikes out on his own.

1/35% 2/33% 2/23% 4/5% 5/1% No answer/2%

I read ABE professional literature.

1/42% 2/36% 3/17% 4/2% 5/1% No answer/3%

I have the ability to carry on effective adult basic education instructional programs.

1/46% 2/41% 3/9% 4/1% 5/1% No answer/2%

I can better relate to the ABE students in my program.

1/64% 2/22% 3/11% 4/0% 5/1% No answer/2%

Students in ABE are gaining a greater sense of self respect.

1/47% 2/32% 3/18% 4/0% 5/1% No answer/3%

It is important that each adult become a self-directed and continuing learner.

1/75% 2/11% 3/7% 4/3% 5/1% No answer/3%

Present adult basic education programs can bring about a significant change in the lives of the participants

1/50% 2/34% 3/11% 4/2% 5/1% No answer/2%

ABE students should periodically assist in program evaluation.

1/76% 2/18% 3/2% 4/1% 5/1% No answer/2%

ABE students are capable of leading classroom discussion.

1/53% 2/30% 3/11% 4/1% 5/2% No answer/3%

My classroom methods and activities have been revised in the last year.

1/46% 2/26% 3/18% 4/4% 5/4% No answer/2%

I have tried innovative teaching methods with regard to the particular needs of my students.

1/55% 2/26% 3/18% 4/4% 5/4% No answer/3%

I understand the goals of my adult basic education program.

1/56% 2/30% 3/9% 4/1% 5/2% No answer/2%

Counseling and guidance is a major function of adult basic education.

1/77% 2/15% 3/3% 4/0% 5/2% No answer/3%

The classroom teacher plays a major role in the counseling and guidance process.

1/73% 2/18% 3/5% 4/1% 5/1% No answer/2%

I have the ability to utilize or develop instructional materials relevant to adult needs.

1/46% 2/38% 3/9% 4/5% 5/1% No answer/1%

I have learned the skills and techniques necessary to participate in cooperative problem solving with my colleagues.

1/35% 2/42% 3/13% 4/5% 5/3% No answer/2%

Part-time employees can make a professional commitment to ABE.

1/46% 2/32% 3/17% 4/1% 5/11% No answer/2%

I have become more aware of the various social services available to ABE students in my community.

1/63% 2/22% 3/13% 4/1% 5/0% No answer/1%

The board of education in my community has been made increasingly aware of the significance of ABE.

1/19% 2/36% 3/21% 4/10% 5/10% No answer/4%

There is an information exchange among the social agencies within the community to better serve the ABE student.

1/22% 2/26% 3/18% 4/21% 5/11% No answer/2%

Part VII

DEFINITION OF TERMS

DEFINITION OF TERMS

Abbreviations

1. ABE - Adult Basic Education
2. MDE - Michigan Department of Education
3. SDE - State Department(s) of Education
4. ENABEL - Extern Network (of) Adult Basic Education Leaders
5. USOE - United States Office of Education

Definitions

1. Adult Basic Education - Refers to adult basic education as conceived in Title IIB of Economic Opportunity Act of 1964 and the Adult Education Act of 1966. Distinguised from other adult education programs, especially adult literacy, which were operated in the United States before 1964. It is education in the basic skills for persons, 18 years or older whose inability to speak, read or write the English language substantially impairs their chances of obtaining and retaining employment commensurate with their real ability. It is designed to help eliminate this inability, to raise the educational level so that such individuals are less likely to become dependent on others, to improve their ability to benefit from occupational training, to increase their opportunities for more productive and profitable employment, and to better prepare them to meet adult responsibilities. (Section 309c, Adult Education Act of 1966)
2. Aide - In this paper, a member of an instructional team who does not hold legal state credentials to qualify as a teacher or counselor.
3. Area - One of 12 geographic divisions, states, or portions of states, of USOE Region V designated as a unit for ABE teacher training.

4. Area Extern - a teacher, counselor, administrator or aide in ABE, who attended one or more of the 47 area training institutes.
5. Area Training Institute - a one-day training session held in one of the 12 training areas of USOE Region V. A total of 47 of these institutes were held throughout the region.
6. Central Staff - as used in this report refers to: Michigan State University personnel, SDE consultants and intern associates.
7. Director - a person whose primary responsibility is Adult Basic Education program administration.
8. Educationally Disadvantaged - a person 18 years of age or older, who had not achieved an eighth grade education or its functional equivalent.
9. Illiterate - a person who cannot read and write a simple message in English or in any other language (The Bureau of the Census).
10. In-Service Training - as used in this report, that training done on either the state or local level for those currently employed as teachers, counselors, administrators or other workers in ABE programs. These persons are employed on either a full-time or part-time basis and work directly in the ABE enterprise.
11. Intern Associates - an advanced graduate student who committed himself/herself to a year of administrative, research, and training work in the ABE field and was supported during the 1970-71 fiscal year from Project ENABEL funds.
12. Local Extern - a teacher, counselor, administrator or aide in ABE who participated in local in-service education programs.
13. Project Director - a member of the Michigan State University faculty with expertise in the field of Adult Education and the capability to guide graduate study and in-service training in this field.

14. SDE Consultant - a person employed by a State Department of Education as a consultant in adult education.

15. State Extern - a teacher, counselor, administrator, or adie of ABE, who attended the summer workshop and four weekend seminars (also designated as principal participant).

16. Student (ABE) - a person enrolled in an adult basic education class.

17. Supervisor - a professional teacher or counselor who is responsible for a segment or segments of an Adult Basic Education program under the guidance of a Director.

18. Teacher (ABE) - a person engaged in teaching an adult basic education class.

Part VIII

APPENDIX

ENABEL

Extern Network of Adult Basic Education Leaders

SUMMER WORKSHOP OF STATE EXTERNS

Michigan State University
July 26 - August 7, 1970

** * * *

MONDAY, July 27

7:00 - 8:00	Breakfast If you're late you'll be hungry!	Case Dining Room
8:30	GENERAL SESSION Convenor: Selma Finney Department of Language Arts, (on leave), Knudson Junior High School, Detroit, Specialist Intern, Graduate Studies in Continuing Education, MSU, and Coordinator, Region IIIA, ENABEL. "Toward the Impossible Dream: The Issues" Introductory Commentary: Professor Kleis	G8 Holden
	Disperse to viewing rooms	106, 107, 111 Holden
	Discussion Break	Holden Grill
10:45	RECONVENE Convenor: Selma Finney "Tasks ENABEL Tackles" - Russell Kleis	G8 Holden
12:00	Lunch	Case Dining Room
	Finalize expectation statements	Each in his own room.
1:30	GENERAL SESSION	Case Snack Shop
	Chairman: Lloyd Korhonen Present expectation statements "Questions I Think I'd Like Answered" Within this hour Within this workshop Within this year "Resources I Think I See" Within myself Within this group Enroll for Focused Workshops (Focushops)	
3:00	Discussion Break	
3:30	Optional registration for university credit. It is not necessary to register for or credit. Only those who wish to register, pay their own fees, and earn university credit toward degrees at MSU or cooperating universities need attend this session. Others may proceed immediately to reading, discussion or other important work they came to do.	Case Snack Shop

MONDAY, July 27 (Continued)

5:30	Dinner	Case Dining Room
7:00	SPECIAL FEATURE Convenor: Lloyd Korhonen Address: "Schools and the Other America" Dr. Ernest Melby, Distinguished Professor, Administration and Higher Education, M.S.U.	G8 Holden

TUESDAY, July 28

7:00	Breakfast	Case Dining Room
8:30	BRIEF GENERAL SESSION Chairman: David Boggs "The Regional Thrust of ENABEL" Russell Kleis	Case Snack Shop
9:15	REGIONARS	

Region I (N Michigan)	- Ralph Rogers	328	Case Hall
II (W Michigan)	- Rita Costick	329	Case Hall
III (S Michigan)	- Selma Finney	335A	Case Hall
	- Jessie Sibilsky	335B	Case Hall
IV (Up. Gr. Lakes)	- John Ostrom	334A	Case Hall
V (Illinois)	- Ronald Clayton	334B	Case Hall
VI (Ind. Ohio)	- Charles Sayre	331	Case Hall

10:45	GENERAL SESSION Convenor: Rita Costick "A Conception of Education" Russell Kleis	G8 Holden
12:00	Lunch	Case Dining Room
1:00	FOCUSHOPS	

English for Speakers of Other Languages — 105E Holden
Coordinator: Selma Finney
Consultant: Kenneth Mattran, Instructor, Department of English and Assistant Director, English Language Center, M.S.U.

Teacher of Reading Skills
Coordinator: Rita Costick

TUESDAY, July 28 (Continued)

	Teaching of Mathematics Coordinator: Ronald Clayton	108 Holden
	Teaching Adults: Emphasis on Reading Coordinator: Jessie Sibilsky	109 Holden
	Consumer and Community Education Coordinator: Ralph Rogers	110 Holdent
	Counseling Adults Coordinator: John Ostrom Consultant: Dr. John Jordan, Professor Counseling and Personnel Services, M.S.U.	111 Holden
	Organizing and Directing ABE Coordinators: Lloyd Korhonen and Charles Sayre Consultants: Representatives of State Departments of Education and others.	106 Holden
2:00	Break	
3:00		
5:30	Dinner	Case Dining Room
7:00		

WEDNESDAY, July 29

7:00	Breakfast	Case Dining Room
8:30	REGIONARS	Same Rooms as 9:15 Thursday
10:00	Break	

WEDNESDAY, July 29 (Continued)

10:30	GENERAL SESSION Convenor: Selma Finney "Readings and Roles as Professionals" Russell Kleis "The Michigan Bibliography" Karl Keyes, Consultant, Adult Education & Community Service Programs, Michigan Department of Education and Coordinator, Michigan ABE Bibliography Project	G8 Holden
12:00	Lunch	Case DiningRoom
1:00	FOCUSHOPS	Same rooms as 1:00 Tuesday
2:30	Break	
3:00	GENERAL SESSION Convenor: John Ostrom "Counseling as a Central Component of ABE" Dr. John E. Jordan, Professor, Counseling and Personnel Services, M. S. U.	G8 Holden
5:30	Dinner	Case Dining Room
7:00		

THURSDAY, July 30

7:00	Breakfast	Case Dining Room
8:00	WALK A MILE IN HIS SHOES	Social Agencies
12:30	Lunch	Case Dining Room
1:30	FOCUSHOPS	
3:00	Break	
3:30	GENERAL SESSION Convenor: Jessie Sibilsky "On Being Helpful" Dr. Norman Kagan, Professor, Counseling and Personnel Services, and Medical Education Research Associate, M. S. U.	G8 Holden

THURSDAY, July 30 (Continued)

5:30	Dinner	Case Dining Room
7:00	SPECIAL FEATURE Convenor: Selma Finney	G8 Holden
	Address: "Coping with Life as It Is" Dr. Joseph Paige, Dean of Community Services and Director of Cooperative Extension, Federal City College, Washington, D. C.	

FRIDAY, July 31

7:00	Breakfast	Case Dining Room
8:30	GENERAL SESSION Convenor: Charles Sayre	
	"Simulation: A Tool for the Tougher Tasks" S. Joseph Levine, Research Associate, Learning Systems Institute, M.S.U.	
10:00	Break	
10:30	RECONVENE	
12:00	Lunch	Case Dining Room
1:00	FOCUSHOPS	Holden Hall
2:30	Break	
3:00	GENERAL SESSION Convenor: Ronald Clayton	G8 Holden
	"Adults as Learners" Russell J. Kleis	
5:30	Dinner	Case Dining Room
7:00		

112

MONDAY, August 3

7:00	Breakfast	Case Dining Room
8:30	REGIONARS	Case Hall
10:00	Break	Holden Grill
10:30	GENERAL SESSION Chairman: Lloyd Korhonen "Communicating Across Cultural Barriers" Dr. Everett Rogers, Professor, Communication, M.S.U.	G8 Holden
12:00	Lunch	Case Dining Room
1:00	FOCUSHOPS	Holden Hall
2:30	Break	
3:00		
5:30	Dinner	Case Dining Room
7:00	SPECIAL FEATURES Chairmen: Jessie Sibilsky Rita Costick Selma Finney Film: "I Could Not Write My Name" "Dear People of Athens" Video Tapes: "12th Street Academy" "ABE in Ypsilanti"	G8 Holden

TUESDAY, August 4

7:00	Breakfast	Case Dining Room
8:30	GENERAL SESSION Chairman: Selma Finney "Demonstration of ABE Teaching" Mr. Peyton Hutchison, Director Project READ, Detroit, Doctoral Candidate Gradutate Studies in Continuing Education, M.S.U. and Intern, ENABEL I.	
10:30	Break	

113

TUESDAY, August 4 (Continued)

11:00	RECONVENE	Wonders Kiva
	"Analyzing ABE Teaching: A Forum" Selma Finney, Peyton Hutchison and All of Us.	
12:00	Lunch	Case Dining Room
1:00	FOCUSHOPS	Holden Hall
2:30	Break	
3:00		
5:30	Dinner	Case Dining Room
7:00	GENERAL SESSION Chairman: Charles Sayre	Wonders Kiva
	"Building and Operating A Community Support System" - Ralph Rogers	

WEDNESDAY, August 5

7:00	Breakfast	Case Dining Room
8:30	GENERAL SESSION Convenor: David Boggs	G8 Holden
	"Choosing and Using Media for ABE" Archie R. Watson, Specialist and Head of Distribution and Facilities, Instructional Media Center, M.S.U.	
10:00	Break	
10:30	REGIONARS	Case Hall
12:00	Lunch	Case Dining Hall
1:00	FOCUSHOPS	Holden
2:30	Break	

WEDNESDAY, August 5 (Continued)

3:00 — FOUR BY FOUR VISITS
Co-chairment: Rita Costick and Selma Finney

Each of the following sites is open both Wednesday and Thursday:

Audio-Visual Laboratory, 216 Erickson Hall
Miss Marguerite Grabow in charge.

Instructional Materials Library, 330 Case Hall
Mrs. Selma Finney in charge.

ABE Center, Lansing Public Library
Capitol and Kalamazoo Streets
Mrs. Sylvia Kruger in charge.

Drug Information Center, 123 Albert St., East Lansing
Mr. Mike Gieszer in charge.

West Side Drop In Center, 329 Butler, Lansing
Mr. J. C. Williams in charge.

Each site requires approximately one hour to visit. Each will receive up to 16 visitors per hour beginning at 3:00, 4:00, 7:00 and 8:00 p.m. Each regional team is invited to sign up with Dave Boggs for places and times to visit. Hours not allocated to visits will be free for other activitites.

5:30	Dinner	Case Dining Room
7:00	Resume 4 x 4 visits or other activity as planned by regional teams.	

THURSDAY, August 6

7:00	Breakfast	Case Dining Room
8:30		
10:00	Break	
10:30	REGIONARS	Case Hall
12:00	Lunch	Case Dining Room

115

THURSDAY, August 6 (Continued)

1:00	FOCUSHOPS	Holden Hall
2:30	Break	
3:00	FOUR BY FOUR VISITS	Same as Wednesday
5:30	Dinner	Case Dining Room
7:00	Resume 4 x 4 visits or other activity as planned by regional teams.	

FRIDAY, August 7

7:00	Breakfast	Case Dining Room
8:30		
10:00	Break	
10:30	REGIONARS	Case Hall
12:15	Closing Luncheon Chairman: To be selected "Reflections" - One or more state externs "Comments on Commencing"	Case Dining Room

Appendix

EXTERN RESPONSE QUESTIONNAIRE

Directions

This questionnaire contains brief statements about growth and beliefs. In this questionnaire answer according to your beliefs.

Rita Costick-Ward
Ronald K. Clayton
Lloyd J. Korhonen

117

Extern Response Questionnaire

ENABEL II

Section I

	Agree			Disagree	
1. ENABEL has been a positive influence on my professional growth in ABE.	1	2	3	4	5
2. I have become more aware of the problems and concerns of the ABE student.	1	2	3	4	5
3. I am more competent to deal effectively with the resolution of problems of ABE students.	1	2	3	4	5
4. I have increased my understanding of and sensitivity to ABE students.	1	2	3	4	5
5. I more fully understand the critical differences between adult education and childhood education.	1	2	3	4	5
6. I have clarified and expanded my conceptions of ABE.	1	2	3	4	5
7. Planning and implementing regional workshops has been valuable to me.	1	2	3	4	5
8. I have grown to celebrate the rejection that comes when a dependent adult strikes out on his own.	1	2	3	4	5
9. I read ABE professional literature.	1	2	3	4	5
10. I have the ability to carry on effective adult basic education instructional programs.	1	2	3	4	5
11. I can better relate to the ABE students in my program.	1	2	3	4	5
12. Students in ABE are gaining a greater sense of self-respect.	1	2	3	4	5
13. A student can recognize his ability to learn.	1	2	3	4	5
14. It is important that each adult become a self-directed and continuing learner.	1	2	3	4	5
15. Present adult basic education programs can bring about a significant change in the lives of the participants.	1	2	3	4	5

16.	ABE students should periodically assist in program evaluation.	1	2	3	4	5
17.	ABE students are capable of leading classroom discussions.	1	2	3	4	5
18.	ABE students really want to help themselves.	1	2	3	4	5
19.	There is a communication system (i.e., newsletter, memos, staff meetings, etc.) that communicates throughout the ABE staff in my school district.	1	2	3	4	5
20.	My classroom methods and activities have been revised in the last year.	1	2	3	4	5
21.	I have tried innovative teaching methods with regard to the particular needs of my students.	1	2	3	4	5
22.	I understand the goals of my adult basic education program.	1	2	3	4	5
23.	Counseling and guidance is a major function of adult basic education.	1	2	3	4	5
24.	The classroom teacher plays a major role in the counseling and guidance process.	1	2	3	4	5
25.	I have the ability to utilize or develop instructional materials relevant to adult needs.	1	2	3	4	5
26.	I have learned the skills and techniques necessary to participate in cooperative problem solving with my colleagues.	1	2	3	4	5
27.	Part-time employees can make a professional commitment to ABE.	1	2	3	4	5
28.	I have become more aware of the various social services available to ABE students in my community.	1	2	3	4	5
29.	The Board of Education in my community has been made increasingly aware of the significance of ABE.	1	2	3	4	5
30.	There is an information exchange among the social agencies within the community to better serve the ABE student.	1	2	3	4	5
31.	My community's commitment to ABE is significant.	1	2	3	4	5

Section II

Direction - Circle the appropriate number for the correct response.

32. Please indicate your sex.

1. Female
2. Male

33. Please indicate your age.

1. 25 years of age and under
2. 26 - 30
3. 31 - 40
4. 41 - 50
5. 51 or over

34. What is the highest academic credential you hold?

1. High school diploma
2. Community college or technical school diploma
3. Baccalaureate degree
4. Masters degree
5. Others

35. How many years experience have you had as a professional worker in ABE?

1. Less than 2
2. 2 - 4
3. 5 - 9
4. 10 - 19
5. 20 or more

36. In your work with undereducated adults, do you consider yourself as principally:

1. a teacher
2. a counselor
3. a supervisor
4. an administrator
5. none of these

37. What is the racial character of the ABE students you serve?

1. Predominantly white
2. Predominantly black
3. Predominantly Mexican-American
4. Predominantly Asian
5. Others

38. Which of these racial groups do you serve to <u>some</u> extent (there may be more than one answer to this question)?

1. Mexican-American
2. Asian
3. Black
4. White
5. Others

39. Which of these settings would you consider as your primary service area.

1. Large urban center - 100,000 population
2. Basically urban - 20,000 - 100,000
3. Suburban
4. Rural
5. Others

Thank you for your time and patience.

PROJECT

ENABEL

NEWSLETTER

Volume 2, No. 1 October 1, 1970

Printed by Michigan State University

ENABEL II

ENABEL II (Extern Network of Adult Basic Education Leaders) is now underway. After elaborate preparations and hectic planning, the summer workshop was held for two weeks from July 27 to August 7. This was an intensive training workshop for the state externs, representing seven ENABEL regions in five states, who will participate in the sequence of training programs during 1970-71. One hundred four externs - administrators, teachers, counselors and aides in ABE - participated in the workshop at the Case - Holden - Wilson living - learning complex here on campus. The program included special talks by distinguished speakers from MSU faculty as well as from outside, regional group meetings (Regionars), small group workshops (Focushops), and visits to community educational agencies. Two-way communication was provided between the organizers and the participants through an initial questionaire on the expectations of the trainees, a daily newsletter, regional group discussions, focushops, and informal get-together. The "Regionars" deliberated and made tentative plans for the regional institutes: "focushops" focused on the development of specific skills and knowledge needed by the different functionaires such as (1) administration of ABE, (2) methods of teaching adults, (3) teaching of English as a second language, (4) teaching of reading skills, (5) teaching mathematics and social studies, (6) consumer and community education, and (7) counseling.

The externs in each region developed as a regional community of ABE workers through their regional meetings. The workers from other states which have joined ENABEL during its second year have established links with those of the state of Michigan and also among themselves. The network has become wider, deeper and stronger.

The project is now getting ready for the next round of activities - the weekend seminars for the state externs and regional institutes for the regional externs who might number approximately 1,000.

Attached to this Newsletter is the tentative master schedule of all the training sessions and activities for the next ten months or so.

WEEKEND SEMINAR

The first ENABEL II weekend seminar, October 9 and 10 at Kellogg Center, Michigan State University, promises to be inspirational and fruitful. Dr. Joseph Paige from

Concluded on page 2

122

"Weekend Seminar"
Continued

Washington, D.C. will open the seminar Friday evening immediately after dinner. Other weekend activities include discussion focusing on six general topics: (1) ABE and Its Effect on the Family, (2) ABE in Social and Political Change, (3) Program Development in ABE, (4) ABE Relation to Community Agencies, (5) Developing Instructional Materials in ABE, and (6) Psychology and ABE.

ENABEL I (1969-70) state externs are cordially invited to attend weekend and regional seminars.

RIGHT TO READ

A new research program was launched by OE in August in connection with the National Right to Read Effort for the 1970's endorsed by President Nixon in his educational reform message. "The Targeted Research and Development Program on Reading is designed to provide the scientific foundation for the Right to Read Effort," said Acting Commissioner of Education Terrel H. Bell. "The goal of this important program is to enable every child in a national sample to achieve sufficient reading skill by age 10 to become a competent adult reader."

INSTRUCTIONAL MATERIALS

We have been using a new multimedia instructional materials packet - "Teaching Social Living Skills" which is available at N E A Publications - Sales Section 87, National Education Association at 1201 Sixteenth St. N.W., Washington D.C. 20036.

The topics, Consumer Education, Health and Nutrition, Practical Government do a top - notch job of teaching adults the skills necessary for becoming more effective citizens, consumers and parents.

The packets were designed for easy use by new and experienced teachers and include teachers manuals, lesson plans, worksheets, illustrations for overhead transparencies or other visuals, a film strip, tape - recorded narration and 25 disc recordings (33 1/3 rpm) for students to take home and use with their families. Provision is made for non-readers and if you can overlook the artistry of the drawings, (personal viewpoint!) the packets will add immensely to your ABE Program. A word of caution-advice given about where to go for help will vary in different locales. Preview the material in plenty of time to give accurate information for your area.

Bernice H. Williams, ABE Director, Ishpeming-Negaunee Community Schools.

EDITOR'S NOTE

The Project ENABEL Newsletter is printed by Michigan State University in cooperation with the Michigan Department of Education, to facilitate an exchange of ideas between ABE practitioners throughout the USOE Region V, in an attempt to improve basic education for adults.

The Newsletter will be printed monthly and sent to ENABEL I and II state externs, Consultants from State departments of education and others interested in ABE. The Newsletter will basically consist of ENABEL announcements, reports of regional and weekend in-service education programs, and contributions from ENABEL interns, state externs and other ABE practitioners. Your suggestions and contributions are most welcome. Please send these to: Jessie Sibilsky, Erickson Hall 401J, Michigan State University, East Lansing, Mich. 48823

123

Adult Education Advisors

President Nixon on July 15 named 15 members of the National Advisory Council on Adult Education. The Council, created under Title III (Adult Education Act) P. L. 91-230, will advise the Commissioner of Education on the preparation of general regulations and on matters relating to adult education.

Five appointees are being named to serve a full term of 3 years. They are: C. L. Dennard, president, Washington Technical Institute, Washington, D.C. Dr. Leonard Hill, administrative director, Adult Basic Education, Nebraska Department of Education, Lincoln, Nebr. Paul F. Johnston, superintendent of public instruction, State of Iowa, Des Moines, Iowa. Thomas W. Mann, assistant superintendent, division of continuing education, Public Instruction, Springfield, Illinois. Governor William G. Milliken of Lansing, Michigan.

Appointed to partial terms of 2 years were: Roberta Church, consultant, DHEW, Washington, D. C. T. Long Lee, president of Lincoln University, San Francisco, Calif. Charles P. Puksta, manager of training, Jones & Lamont Machine and Tool Company, Claremont, New Hampshire. Alfredo N. Saenz, chairman, Visiting Teacher Services, San Antonio, Texas. Harold Spears, visiting professor, Indiana University, Bloomington, Indiana.

The five remaining Council members will all serve terms expiring in 1 year. They are: Ernest Green, national director, Joint Apprenticeship Program, Brooklyn,N.Y. Eric Hoffer, San Francisco, Calif. Anne D. Hopkins, Baltimore, Md. J. Harry Smith, assistant to president of Essex County College, Orange, N. J. Mrs. Richard L. Trombla, member, board of education, El Dorado, Kansas.

LIBRARY

Selma Finney, an ENABEL intern, is now in the process of planning to organize an ABE library as part of Project ENABEL. The library may be located at the Resources Center in Erickson Hall. Professional literature will be available at ENABEL weekend seminars for state externs to borrow.

ANNOUNCEMENT

Atlanta, Georgia, will be the host city for this year's joint conference of the Adult Education Association for Public and Continuing Adult Educators, and the Council of National Organizations to be held October 27 - 30, 1970.

Week-end Seminars

Illinois

Oct. 2-3, DeKalb
Dec. 4-5, Carbondale
March 19-20, Edwardsville
May 7-8, Springfield

Wisconsin

Oct. 9-10, Kellogg Center
Nov. 13-14, Wisconsin Dells
Dec. 4-5
March 26-27, St. Mary's Lake

Indiana and Ohio

Oct. 9-10, Cleveland
Nov. 13-14, Ft. Wayne
Feb. 5-6, Toledo
March 26-27, St. Mary's Lake

Michigan

October 9-10, Kellogg Center
Nov. 13-14, Walden Woods
Feb. 5-6, St. Mary's Lake
March 26-27, Kellogg Center

PROJECT ENABEL

Institutions Which Have Provided Meeting Facilities or Personnel or Both for Intern Clinics, State Extern Workshops and Seminars or Area Institutes

Institution	Meetings	Personnel
Alma Public Schools	1	3
Baldwin Wallace College	1	1
Ball State University	5	5
CEMREL, Chicago		1
Central Michigan University		2
Cook County Education Service Region		1
Danville Community College	1	2
Delta College	2	1
Detroit Public Schools	2	4
Eastern Michigan University		2
EHOVE Technical Center	1	2
Ferndale Public Schools		3
Genessee County Community College		1
Grand Valley State College	2	2
Gull Lake Conference Center	4	1
Illinois Department of Public Aid		2
Junior College Board		1
Public Health Service		1
Superintendent of Public Instruction		2
Work Incentive Program		1
Indiana Department of Education		1
Jackson Public Schools	1	1
Kenosha County Technical Institute	1	2
Lake Michigan College	2	2

Institution	Meetings	Personnel
Lake Superior State College	1	2
Lansing Community College	1	1
Michigan Department of Education		4
Department of Social Welfare		2
Employment Security Commission		4
Michigan State University	4	29
Midland Public Schools	1	2
Milwaukee Area Vocational and Technical College	1	4
Muskegon County Community College	2	1
Northern Illinois University	1	2
Northern Michigan University	1	2
Oakland Community College		2
Oakland County Intermediate Schools		7
Oakland University	1	2
Ohio Department of Education		3
Ohio State University		1
Pontiac Public Schools	1	2
Quad. Cities Graduate Study Center		1
Saginaw Public Schools		2
Southern Illinois Junior College		1
Southern Illinois University		2
University of Chicago		1
University of Cincinnati		1
University of Missouri		1
University of Toledo	1	1
University of Wisconsin, Madison		2
Milwaukee		3